DOCUMENT RESUME

ED 205 469 SP 018 123

AUTHOR	Jones, Margaret A., Ed.
TITLE	Contemporary Elementary and Middle School Physical Education Conference (Georgia State University, Atlanta, Georgia, January 15-17, 1981). Proceedings, Saturday, Activity and Position Paper Sessions.
INSTITUTION	Georgia State Univ., Atlanta.
PUB DATE	Jan 81
NOTE	85p.: For related documents, see SP 018 122 and SP 018 124. Best copy available.
AVAILABLE FROM	Margaret A. Jones, Project Director, HPRD Department, Georgia State University, University Plaza, Atlanta, GA 30303 ($5.00).
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adapted Physical Education: *Educational Resources: Elementary Education: Health Education: Individual Instruction: Lifetime Sports: Middle Schools: *Physical Education: *Physical Fitness: Playgrounds: Safety: Student Attitudes

ABSTRACT

At the final session of the January conference on Contemporary Elementary and Middle School Physical Education, 40 discussions and workshops centered on physical fitness, health, safety, and adapting athletics for the disabled child. Other topics covered were creative dance, water activities, lifetime sports, and teacher resource materials and textbooks for middle school physical education teachers. Suggestions were offered on classroom activities, student discipline, and individual instruction. (JD)

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ED205469

Contemporary Elementary and Middle School Physical Education Conference

January 15-17, 1981
Georgia State University, Atlanta

Proceedings
Saturday, Activity and Position Paper Sessions
Edited by Margaret A. Jones

Sponsored by the
Georgia State University Department of Health, Physical Education, Recreation, and Dance

Endorsed by
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SP 018 123

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OTHER SATURDAY SPEAKERS INCLUDE:

George O. McCalep, Jr., Georgia State University
David L. Gallahue and Marika Botha, Indiana University
Geneva Weaver, Atlanta Public Schools
Deborah A. Teitsman, Atlanta Public Schools

Terry Orlick
University of Ottawa, Canada

See materials in Proceedings for Friday activities.

DEVELOPING AND INDIVIDUALIZING A CARDIOPULMONARY FITNESS PROGRAM FOR ELEMENTARY SCHOOL CHILDREN IN GRADES K-6

Leon Green
University of Kansas, Lawrence

Traditionally, when the term fitness was mentioned as part of an elementary school physical education program it was synonymous with exercises(sit-ups, squat thrusts, push-ups, and possible some running). Usually children responded in a manner than was more often than not negative. It seemed that children actually viewed fitness as nothing more than work and obviously did not understand the benefits of such activity.

Recent research has indicated that heart and lung diseases actually begin during the childhood years, therefore it seems reasonable to question the direction of fitness programs within a elementary school curriculum. Life-style change seems to be a necessity, if positive fitness habits are to be developed in children. The individualized approach to teaching fitness may be the best way for creating this needed change.

Individualizing fitness for elementary children can be accomplished through the development of general long range goals. The following goals would be most appropriate for children.

1. Create and/or change each child's attitude in a positive direction toward continuous movement for fitness.
2. Demonstrate how fitness activities can be fun and for lifetime enjoyment.
3. Help each child learn how to maintain an individual fitness level.
4. Demonstrate how fitness levels can be attained by progressing at one's own rate in an environment where competition is not stressed.
5. Help each child see how fitness levels can be attained without arbitrary standards.
6. Fitness levels can be attained through participation in a variety of activities.
7. To help each child develop good fitness habits without striving for athletic excellence.
8. To help children increase the time per week devoted for cardiopulmonary fitness to at least 60 minutes on alternating days.
9. To help children understand and utilize sound principles for an individualized progressive cardiopulmonary fitness program.

Equally as important to the goals are the yearly objectives. Yearly objectives should be developed on a three year progressive basis. This way the child knows what is expected of him/her, therefore may seek and explore different ways to meet the objectives. The following yearly objectives would be appropriate for children.

(L. Greene cont.)

1. First Year
   a. To have each child in grades K-6 be able to run, jog, and/or walk a mile non-stop.
   b. To have each child in grades K-6 learn how to do the exercises for the Vitae Park Course.
   c. To develop an understanding of basic cardiopulmonary functions.
   d. To learn how to take heart rate.
   e. To have each child participate in a continuous movement for 20 minutes three times per week.
2. Second Year
   a. To have each kindergarten child run, jog, and/or walk one mile non-stop.
   b. To have each child in grades 1-3 run or jog 1.2 miles non-stop.
   c. To have each child in grades 4-6 run and/or jog 1.8 miles non-stop.
   d. To have each child in grades K-6 participate in continuous movement activities for 20 minutes three days per week.
   e. To have each child in grades K-6 go through an 11-station Vitae Park Course without stopping.
   f. To have each child in grades 5-6 record heart rates and understand vital capacity.
3. Third Year
   a. To have each kindergarten child run, jog, and/or walk one mile non-stop.
   b. To have each child in grades 1-3 run or jog 1.8 miles non-stop.
   c. To have each child in grades 4-6 run and/or jog 2 miles non-stop.
   d. To have each child in grades K-6 participate in continuous movement activities for 20 minutes three days per week.
   e. To have each child in grades K-6 go through an 11-station Vitae Park Course without stopping.
   f. To have each child in grades 5-6 record and compare heart rates and understand vital capacity as it relates to exercise.

In order to make maximum use of the individualized approach to teaching fitness, it is necessary to provide a wide variety of activities for the children. These activities should be fitness related and appropriate for continuous movement of at least 15 minutes. The following activities serve as examples of the unlimited possibilities for the teacher to use.

Basic Movement (K-6)
1. Parachute Running
2. Running and kicking balls
3. Running and laughing
4. Movement pacing

Races and Relays (K-3)
1. Box Crawl Through
2. 25-Yard Sprints

Races and Relays (4-6)
1. Floor Hockey Relay
2. 50-Yard Sprints

Tag Games (K-6)
1. Fire Stamp
2. Freeze Tag
3. Snake Tag with Rope
4. Follow the Leader

(L. Greene cont.)

Movement Games (K-3)
1. Sharks and Minnows
2. Under the Bridge

Movement Games (4-6)
1. New Game Activities
2. Non-stop Basketball

Exercise Circuits (K-3)
1. Jumping Jacks
2. Vitae Park Course

Exercise Circuits (4-6)
1. Chest Raises
2. Jumps (Fron, Kangaroo, etc.)

Rhythmical Aerobics (K-3)
1. Running with Music
2. Jumpnastics
3. New York Bus Stop
4. Rock Around the Clock

All of these activities can be used many times over with slight modifications to meet individual needs. Modifying the activities with continuous movement in mind is a must.

FITNESS FLYER PROGRAM IDEAS (4-8)

Mary E. Womack
Atlanta Public Schools

The Atlanta Public Schools conduct a walk/run program for students 9 years of age and older enrolled in the elementary schools. Children (and staff) who can accumulate eighteen miles of walk/running over a period of eighteen weeks earn a Fitness Flyer Certificate.

The objectives of this project are for students to:
- .Increase the cardio-vascular and respiratory strength
- .Participate in an individualized fitness experience
- .Set a goal and persist as this goal is attained
- .Earn recognition if the goal is attained

Schools and teachers volunteer to participate. Involved classes are provided:
- .Objectives and directions on how to document the activities
- .Directions for helping students with the walk/run activity
- .Warm-up and stretching exercises
- .Classroom chart for recording progress
- .Forms for reporting progress to Resource Teachers and coordinator
- .Certificates for those who earn them (Gold Seal Certificates are provided for those who exceeded the minimum 18 miles)

Sample packets were sent to each school. The Physical Education Contact Teacher or principal contacted each teacher. A form was returned to the coordinator listing those teachers who wished to participate. Packets were mailed to each volunteering teacher.

Area Physical Education Resource Teachers promoted the project at principals' meetings or during visits to the school. When a school needed help with measuring a running area, Resource Teachers did this. Demonstration of stretching exercises was another task they performed.

(M. Womack cont.)

At the end of the project, teachers completed a form listing the names of qualified persons. These were sent to the Area Office for compiling. Appropriate packages were assembled and certificates were mailed to each school.

The impressive response to this project is reflected in the following statistics:

195 teachers in 45 schools implemented the Fitness Flyer Project

3238 certificates were earned. (Staff members - 51 certificates
Students - 3187 certificates)

902 of the 3238 certificates were Gold Seal Certificates

(SEE PAGES S-5 through S-10 for samples)

ATLANTA PUBLIC SCHOOLS

INSTRUCTIONAL SERVICES CENTER
2930 FORREST HILL DRIVE, S.W.
ATLANTA, GEORGIA 30315

Office of
Assistant Superintendent
for Instruction

November 15, 1979

MEMORANDUM

To: Atlanta Public Schools Elementary Principals and Physical Education Contact Teachers

From: Mary Womack, Coordinator
Health and Physical Education
Bettye McClendon, Area I Resource Teacher for Physical Education
Debby Teitsman, Area II Resource Teacher for Physical Education
Geneva Weaver, Area III Resource Teacher for Physical Education

Re: APS Fitness Flyers

There has been much interest in fitness during recent years. Human performance is dependent upon vitally alive bodies. One of the fitness components that affects each cell of the body is cardio-vascular and respiratory strength. Transporting life sustaining substances to and waste products from each cell is dependent upon this component. One method of increasing cardio-vascular and respiratory strength is through vigorous activity. This should be done on a progressive scale—beginning with a low demand and increasing the requirements as strength is built. Care should be taken to screen children who have asthma, diabetes, or a cardiac condition. These students should be provided an Individual Education Program to meet their needs.

We are addressing a project, APS FITNESS FLYERS, to the need for cardio-vascular and respiratory development of our students. A prescribed walk-run program will be developed for those schools interested in participating. It will involve children age 9 and above in the elementary schools and will be implemented by interested classroom teachers. Certificates will be awarded students who meet minimum requirements between January, 1980 and May, 1980.

Any school interested in participating should complete the attached form and have it in the Area Office no later than December 7, 1979. The packet containing directions and charts for record keeping will be in your school the first week in January. To receive your awards in time for the "End of the Year" Programs, the records should be in the Area Office on May 9, 1980. The certificates will be delivered May 19-23, 1980.

MW:EMc:DT:GW:cl

Approved: _____
Sidney H. Estes, Assistant Superintendent
Instructional Planning and Development

_____
J. T. Moreland, Associate Superintendent for Operations

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ATLANTA PUBLIC SCHOOLS

FITNESS FLYERS

_____ would like to
Name of School

participate in the APS FITNESS FLYERS PROJECT January - May, 1980.

Teachers who will be involved in this project are:

Teacher	Age of students
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

NOTE: Students must be 9 years or older and in an elementary school.

If interested: Deliver this form to Area Resource Teachers by December 7, 1979.

S-5

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ATLANTA PUBLIC SCHOOLS

INSTRUCTIONAL SERVICES CENTER
2930 FORREST HILL DRIVE, S.W.
ATLANTA, GEORGIA 30315

Office of
Assistant Superintendent
for Instruction

December 13, 1979

MEMORANDUM

TO: Elementary Principals
"Fitness Flyer" Schools

FROM: Mary Womack, Coordinator, Physical Education

RE: "Fitness Flyer" Participation

Welcome to the 1980 "Fitness Flyer" project. I am delighted to know some teachers in your school have signed up for this program. It offers an opportunity for a student to:

* participate in an individualized fitness experience
* increase the cardio-vascular and respiratory strength
* set a goal and persist as this goal is attained
* earn recognition if the goal is attained

I am enclosing a packet identical with the ones each of your teachers who requested entry into the project will receive. Following are the names of teachers from your school who have signed up for "Fitness Flyer." Please let me know if there are any corrections.

_____

_____

_____

_____

_____

Thank you for the support you are giving as teachers strive to improve their Physical Education instructional program. If I can assist you in any way, call: Mary Womack, 761-5411, Ext. 218.

KEW:dw
Enclosure

ATLANTA PUBLIC SCHOOLS

January 2, 1980

MEMORANDUM

To: "Fitness Flyer" Teachers

From: Mary Womack, Coordinator
Health and Physical Education

Welcome to the "Atlanta Public Schools Fitness Flyer" project. The directions for implementing the program are enclosed. A chart has been prepared to assist you in record keeping. The sample certificate will be copied on heavier paper and furnished to you at the end of the project for students who qualify. You will receive a form near the end of April for reporting the names of the students qualifying.

I look forward to many "Fitness Flyers" in your school!

Thank you for the interest you are showing in the health of your students. Call me if there is any way I can be of help.

MW:cl

Enclosures

cc: Principal

APPROVED: _____
Anne W. Bronner, Director
Instructional Planning and Development

_____
Sidney H. Estes,
Assistant Superintendent
for Instructional Planning and Development

APS FITNESS FLYERS

1/3 Mile Run Walk

There has been much interest in fitness during recent years. Human performance is dependent upon vitality. One of the fitness components that affects each cell of the body is cardio-vascular and respiratory strength. Transporting of life sustaining substances to and waste products from each cell is dependant upon this component. One method of increasing cardio-vascular and respiratory strength is through vigorous exercise. This should be done on a progressive scale—beginning with low demands and increasing the requirements as strength is built. Care should be taken to screen children who have asthma, diabetes, or a cardiac condition. These students should be provided an Individual Education Program to meet their needs.

Before you begin the walk-run program you must map out a 1/3 mile (600 yd.*) route. This may involve going around a 300 yd. route twice on smaller playgrounds. A convenient measuring device is a long classroom jump rope (15 ft.) which is 5 yards long.

"TRAIN DON'T STRAIN"

Encourage children to warm up with stretch exercises each day they run. When children first begin their walk-run experience, warn them to go slowly—do not race! Encourage them to run 20 easy relaxed steps and walk 20 steps for 300 yards. Continue to do this each day until their endurance is increased. Let them gradually increase the number of easy run steps they take relative to the walk steps. Again as endurance is built increase the distance to 600 yards at one time. Hopefully they can build up to a steady easy run for 1/3 mile (600 yds.) by May. Give them time to do this.

The minimum requirement for earning an APS FITNESS FLYER Award is to run 18 miles by May 15, 1980. Each day the teacher will record the distance the child run-walks. The enclosed chart can be kept by coloring in a square for each 1/3 mile (600 yds.) the student run-walks.

Any student that can cover one mile in one week will have accumulated 18 miles by the end of this project. If he covers 1/3 mile (600 yds.) on three different days each week the minumum requirement will be met. These children will be recognized by a certificate. Children who are able to do more will be recognized by a gold seal which indicates additional achievement.

Results of this project must be in the Area Office by May 19, 1980 to allow certificate delivery to the schools the week of May 26, 1980. Use the enclosed form for communicating the results, please.

*We're using this distance to help students learn to pace themselves for the Fitness Test children are to take in the Spring. It is approximately 1/3 mile.

12/15/79

STRETCHING EXERCISES

Running strengthens the muscles on the back of the leg and lower back, and causes these muscles to tighten. To counter this you should have a regular routine of stretching exercises for those muscles involved. These exercises should be done both before and after running, and as often as possible. The more you do, the more good it will do.

Remember: Stretch slowly, reach a point of resistance and back off a little, holding that position for 15 seconds or more.

DO NOT BOUNCE, or force the muscles at any time.

Hamstring stretch

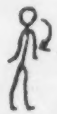
Sit on the floor, stretching one leg out at a time. Keeping the knee slightly bent, reach toward your toes. Reach a position of tension, back off a little and hold the position for at least 15 seconds. Repeat a few times and then switch legs.

Calf and Achilles Stretching

Calf: Lean against a wall, keeping the knee slightly bent on the backleg and the heel on the ground. Hold for 15 seconds. Repeat a few times and switch legs.

Achilles: Bend knee more, raising heel off floor. Hold for at least 15 seconds. Repeat a few times and switch legs.

Back Stretch and Relaxer



Relax your shoulders and back. If you could, you would roll your head into your chest and curl your back into a ball. Obviously, you can't, so just slowly roll your backbone, vertebrae by vertebrae if possible. When you have rolled as far as possible, roll back up to the standing position. Repeat a few times.

S-7

MEMORANDUM

To: "APS Fitness Flyer" Teachers

From: Mary Womack, Coordinator - Health and PE
Bettye McClendon, Resource Teacher - Area I
Debby Teitsman, Resource Teacher - Area II
Geneva Weaver, Resource Teacher - Area III

Re: APS FITNESS FLYERS

We've had a number of rainy or very cold days since December. To get your Fitness Flyer project started must have been difficult. The children are eager to get out-of-doors and have vigorous activities. Our milder temperatures and sunshine should make it easy to emphasize the walk-running program.

If your students got behind during the bad weather, let them walk-run every day until they catch up. They have plenty of time to earn their eighteen miles and become an APS FITNESS FLYER.

We wish you many Certificate Winners and a class of Physically Fit Children. You will hear from us later concerning the ordering of your certificates.

MW:cl

3/10/80

cc: Principals

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April 23, 1980

MEMORANDUM

To: 1980 ATLANTA PUBLIC SCHOOLS FITNESS FLYER Teachers and Principals

From: Mary Womack, Coordinator - Health and PE
Bettye McClendon, Resource Teacher - Area I
Debby Teitsman, Resource Teacher - Area II
Geneva Weaver, Resource Teacher - Area III

The deadline for the 1980 ATLANTA PUBLIC SCHOOLS FITNESS FLYER report is May 9, 1980. The Membership Rosters are being sent to each teacher that requested a packet to help them in implementing this walk-run program. The Official Certificate Request Form is being sent to each principal of these teachers. To receive your certificates, please follow these procedures:

1. Teachers will submit completed Membership Roster Forms to to the principal.

2. Principals will complete the Official Certificate Request Form and submit it and all Membership Rosters in one packet to the Area Physical Education Resource Teacher.

If this procedure is followed, the certificates should be delivered within two weeks.

A walk-run program such as this should result in students:

.Increasing their cardio-respiratory fitness
.Setting a goal and persisting until it is reached
.Working at their own fitness and skill level
.Being recognized as an achiever.

We hope your students have reaped these rewards and that some self-motivation will sustain them in continuing to provide a fitness experience in daily routines.

MW:cl

APPROVED: Ernestine Y. Thompson
Ernestine Y. Thompson
Administrative Coordinator

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Sidney H. Estes
Assistant Superintendent
for Instructional Planning and Development

ATLANTA PUBLIC SCHOOLS

1980 FITNESS FLYERS

School: _____

Teacher: _____

Total Certificates: _____

The following students have run 18 miles or more as of May 9, 1980.

PLEASE PRINT

Name		Age	Number of Miles Run
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

(Please attach sheet for additional names)

THIS CERTIFIES THAT THE STUDENTS LISTED ABOVE HAVE COMPLETED 18 MILES OR MORE AND QUALIFY FOR MEMBERSHIP IN THE ATLANTA PUBLIC SCHOOLS FITNESS FLYERS

_____ _____

Teacher's Signature Date

NOTE: Submit this form to principal

ATLANTA PUBLIC SCHOOLS

1980 FITNESS FLYERS

OFFICIAL CERTIFICATE REQUEST FORM

School: _____

Number of Certificates Requested: _____

Fitness Flyer Teachers		Grade Level	Number of Certificates
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
	TOTAL		

Please complete this form and submit it with the teachers' MEMBERSHIP ROSTERS to your Area Physical Education Resource Teacher by May 9, 1980.

Area I Bettye McClendon
Area II Debby Teitsman
Area III Geneva Weaver

Certificates will arrive shortly thereafter and must be filled in at individual schools.

_____ _____

Principal Date

S16

ATLANTA PUBLIC SCHOOLS

FITNESS FLYERS AWARD

_____

DATE

THIS CERTIFIES THAT

_____

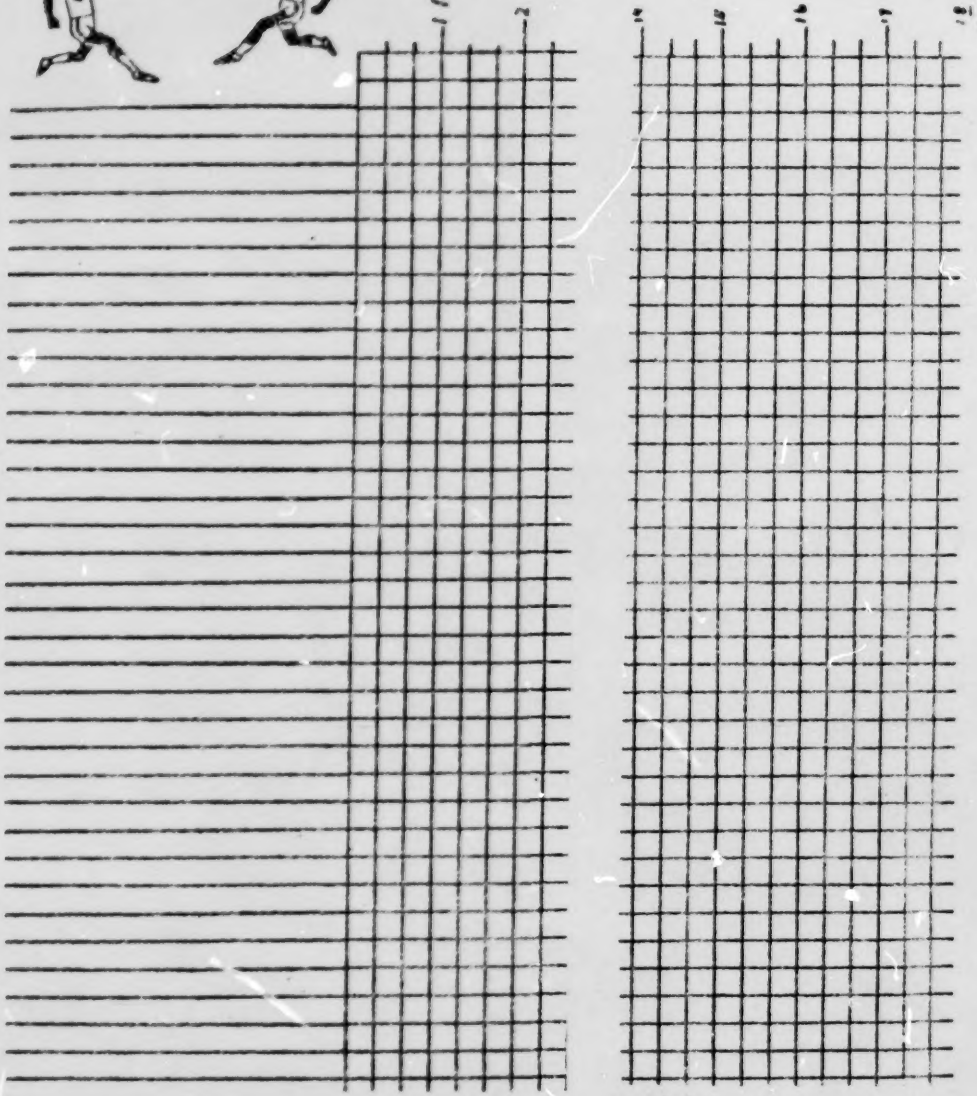
HAS RUN _____ MILES IN 18 WEEKS
AND HAS BEEN ENROLLED
AS A MEMBER OF
APS FITNESS FLYERS

_____ TEACHER

_____ PRINCIPAL

_____ SUPERINTENDENT

APS FITNESS FLYERS



KELLOGG FEELIN' GOOD: A HEART HEALTH PROGRAM FOR SCHOOLS (K-8)

Beth Kuntzelman
National Program, Spring Arbor, Michigan

See materials in Proceedings for Friday activities.

PROJECT ADVENTURE - TRUST BUILDING, COOPERATION, AND AN ELEMENT OF RISK (4-8)

Alan M. Sentkowski
Director, Project Adventure - S.E., Savannah

Project Adventure is a Nationally Validated program which is available for adoption by schools through the National Diffusion Network of the U.S. Department of Education. Local schools can receive financial assistance with adoption through the Georgia State Facilitator and the State Office of Title IVc.

Project Adventure incorporates an approach to both academic and physical education curriculum. Exploration, discussion, and activity are typical of the program in high schools and middle schools around the country. The Adventure approach is active and engaging It asks of students willingness to risk, to experiment, and to learn in an atmosphere of mutual support and cooperation. Adventure curriculum is involving - physically, emotionally and academically. It engenders commitment from both students and teachers.

The project Adventure physical education component is designed to develop balance, coordination, agility and a willingness to trust, and to try, within a supportive, non-competitive but structured atmosphere. The final phase of the curriculum involves the use of a Ropes Course - an outdoor apparatus made of logs, swings, ropes, and cables. Some if the the elmments are built close to the ground ,others high in the air. Doing the various elements involves trust, overcoming uncertainty and sometimes a joyous physical abandon.

This presentation will give an overview of the philosophy and development of Project Adventure. The project Slide tape will be shown and various ways in which schools have adopted and adapted the Project discussed. Specific examples of school districts within the state of Georgia will be highlighted.

Project Adventure: English, Social Studies, Science, Art, Physical Education

Project Adventure incorporates an approach to both academic curriculum and physical education. In the physical education component, students participate in a wide assortment of innovative activities ranging from group problems, to non-games, to Ropes Course elements ar varying heights. In the academic component, students discover the realities that lie behind classroom concepts and readings. Thus, for example, "the law of supply and demand" takes on a new reality, when students discuss the day's catch with a Gloucester fisherman bound for the fish broker; similarly the concept of "ethnic neighborhood" becomes more than an answer to a multiple choice question as the students spend time in small groups talking with residents of Boston's varied communities.

Exploration, discussion and activity are typical of Project Adventure programs in high school and middle schools around the country. The adventure approach is active and engaging. It asks of students a willingness to risk, to experiment and to learn in an atmosphere of mutual support and cooperation. Adventure curriculum is involving - physically, emotionally, and academically. It engenders commitment from both students and teachers.

Developed under a grant from the State Department of Education in Massachusetts, the Project began at the Hamilton-Wenham Regional High School in 1971. Since that time the Project has expanded to work with schools and agencies on a national basis. It has received the National Education Pacesetter Award and on the basis of evaluation results, has passed the United States Office of Education's Joint Dissemination Review Panel, enabling it to become a part of the National Diffusion Network.

The Project is based in Hamilton, Massachusetts and is administratively part of the Hamilton-Wenham Regional School District. Functionally, it is also part of the National Diffusion Network and has trained teachers and worked with school systems from around the country.

The Project offers a veriety of services to schools and teachers, The Project runs workshops for teachers who wish to develop locally applicable adaptations of the Project's approach to teaching and learning. In addition, the staff is available on a limited basis to act as consultants with various kinds of programs. Consulting work often involves Ropes Course building, curriculum planning and teacher training. The Project sponsors Visitor's Days for persons interested in seeing the Project and has a variety of curricular and evaluation materials available.

In addition, the Project works extensively with local school systems and area colleges to develop new adventure curriculum components. Finally, the Project runs summer programs for high school students which range from canoeing in Northern Maine to mountaineering in Colorado, to bicycling in Canada.

The services offered to schools and agencies are primarily in the areas of teacher training and consulting, rather than running programs or trips with students. Such training can be done in either of the two distinct but related components - the Physical Education program which uses group problems and an outdoor apparatus called -"Ropes Course," and a Curriculum component which applies an active , experiental approach to academic subjects. These two programs are briefly described below:

The Physical Education Component

This semester or year-long curriculum is designed to develop balance, coordination, agility and a willingness to trust, and to try, within a supportive, non-competitive but structured atmosphere. The final phase of the curriculum involves the use of a Ropes Course - an outdoor apparatus made of logs, swings, ropes and cables. Some of the elements are built close to the ground, other high in the air. Doing the various elements involves trust, overcoming uncertainty and sometimes a joyous physical abandon.

(A. Sentkowski cont.)

Ropes Courses have been built in wooded areas, on the edges of playing fields, in the desert, and inside buildings. In some cases, the apparatus has been built by the Project Adventure staff, in other cases by local teachers and it least once, by the Army Corps of Engineers. The Project also has few preassembled Ropes Course elements which can be ordered. The Project has developed a how-to-book, entitled Cow's Tails and Cobras, which contains useful information about Ropes Courses. The book includes diagrams, suppliers and construction advice for those who wish to build a Ropes Course as well as teaching techniques, safety hints, sequences and lesson plans.

In addition to group problems, there are a series of games and non-games designed for use with larger groups in order to engender maximal physical effort and unabashed fun. The equipment needed ranges from an underinflated soccer ball, to a half a dozen frisbees, to an out-sized inner tube.

In most schools where the course is now taught, the physical education instructors have attended a five day training workshop, received some additional follow-up assistance, and done some of the Ropes Course construction themselves. The program is designed for general school use and can be taught by male and female physical education teachers who have been through the training program, who are enthusiastic about the adventure approach, and are willing to teach in an active style.

The Adventure Curriculum Component

Based on the recognition that for most students schooling is an essentially passive process, Adventure Curriculum combines active and compelling experience with traditional academic course of study. It involves the use of hands-on activity as a teaching tool. Many concepts which are intangible abstractions in the classroom, lend themselves to being observed, defined and understood when directly experienced.

At the heart of Adventure Curriculum is a proven approach to education which has been used by teachers in their regular classes. In a six day training workshop, the teachers learn to design curriculum where groups of students are asked to solve real problems which have social, intellectual, and physical demands. These problems are presented in intriguing and imaginative ways which blend a high level of expectation with a sense of enjoyment. A significant element in the process is the drama and uncertainty involved in collectively seeking solutions to the problems. The results are the responsibility of the students and this quality adds to their anticipation and interes

Academic teachers trained in Adventure Curriculum learn to use nearby resources, local issues and natural phenomena as a springboard for learning, Both the seeking and the problem-solving context contribute to the impact of the experience on the students. Academic teachers have applied these methods to such diverse courses as creative writing, physics, industrial art, colonial history, health, biology and earth science.

In an educational psychology course, for example, high school students tutor suudents in the primary grades as a way of combining theory and practice. They have the opportunity to compare their own observations and experiences with the theories and findings of researchers. Depending on the needs of a particular school, course, or teacher, the adventure approach can flexibly be applied in various ways, for varying lengths of time.

(J. Sentkowski cont.)

In general, Adventure Curriculum involves using natural environments or human communities inorder to make connections between abstractions and direct experiences. An adventure earth science course, for example, might include an activity such as an overnight trip to a quarry to make observations and collect rock samples to be tested and classified. An adventure sociology class could involve a series of interviews conducted by students to obtain first hand data which would later be tabulated, interpreted and written up in calss.

Evaluation

Formal evaluation of Project Adventure at its original school site has shown statistically significant results (at the .15 level) in scores of effective and psycho-motor tests administered on a pre-post basis. Positive gains for students have occured in the areas of self-concept, improved physical functioning, and openness to change.

A questionnaire mailed to the parents of two sophomore classes indicated that parents noted a "refreshing enthusiasm," "growing confidence", and "a more positive attitude among their children which they attributed to the Project activities Anecdotal materials, journal entries, and audio-taped evaluations tend to support these statistical findings.

The project continues to expand its evaluation processes in both existing courses and workshops. Additional data received from schools around the country where the program has been installed show results which are geneaally consistent with these original findings.

Services available from Project Adventure

If you are interested in learning more about the Project or would like to start your own program, we offer several services which may be helpful. On the following pages, you'll find information about training workshop, written materials, on-site vists and consultant help.

Teacher Training Courses

To prepare teachers to develop and run Adventure programs, the Project offers five and six day residential training workshops in both Physical Education and Adventure Curriculum. These workshops are open to teachers, administrators, and other persons who work with youth.

The workshops are liberally spiced with adventure activities and are run by experienced staff members. Most workshops are held in the New England area

Curriculum Development Workshop

Using action and experience, this workshop prpvides training in curriculum design for academic subjects. Participants develop an actual unit of Adventure Curriculum for use with their own classes. Various methods and techniques which have been successfully used with students are also covered. This six-day residential training session is offered

4. A. Sentkowski cont.)

several times during the year in various locations. The workshop is designed primarily for teachers and others who work with adolescents in grades 7-12. Teachers seem to leave the workshop invigorated by the experience and eager to implement the curriculum which they've developed.

Physical Education Workshop

This five day residential course covers program components, teaching techniques, safety considerations, pacing, and Ropes Course construction. Participants are actively involved in the games, initiative problems and skill sessions, then are given opportunities to instruct. Sample units, building techniques, and evaluation methods are also covered. At the end of the session teachers are skilled in handling initiative problems, adventure games and most Ropes Course elements. They have also practiced belaying techniques, teaching and done some building. It's an exciting and exhilarating five days for people who enjoy activity and are discovering the adventure approach.

Materials Available

Written Materials: The Project has developed an extensive set of curriculum evaluation and other written materials, Cow's Tails & Cobras is a full length manual on the Physical Education program, Teaching through Adventure is a book on the philosophy and practical aspects of implementing the academic curriculum. Order forms for these and other written materials are available from the Project.

Ropes Course Elements: A limited number of pre-assembled Ropes Course elements can be ordered from the Project. Both standard lengths and specially made items are available for those who want to use them on a Ropes Course.

First Hand Information

Visitor's Days: At various times during the school year, the Project sponsors Visitor's Days. These sessions are designed to give interested persons an overview of the Project, an opporunity to talk with staff, and a chance to actually try some of the activities. A schedule of Visitor's Days is available from the Project.

Slide Tape: A slide tape with information about both the Physical Education and Academic Curriculum components can be rented from Project Adventure.

Additional Services

Other Workshops: In addition to regularly schedule workshops, the Project usually runs several workshops each year in Physical Education or Curriculum for school systems around the country.

Special Sessions: In addition - the Project will occasionally plan and implement shorter workshops or introductory activity sessions in various locations. These sessions can be specifically planned to meet special needs.

Consultant Services: The Project Staff is also available on a limited basis to provid technical assistance to schools and agencies in such areas as Ropes Course design and construction, evaluation methodology, are initiative problems.

(A. Sentkowski cont.)

If you want to do some reading in Adventure education, get further information on specific units or pick up some ideas for enriching an existing course, Project Adventure has a wide variety of materials available which may be of some help. These publications range from paperback books to mimeographed articles and pamphlets. They cover such diverse topics as Ropes Course construction, evaluation findings, sample experiential curricular units and instructor's manuals.

Books and Pamphlets

Cow's Tails and Cobras. A Guide to Ropes Courses, Initiative Games and Other Adventure Activities - This book is a revised and expanded version of Physical Education. Fully illustrated with pictures and diagrams, the book is both a curriculum guide to the Project Adventure Physical Education program and a manual for Ropes Course construction. The revised version, over 150 pages in length, includes a new chapter on group games, many new initiative problems and Ropes Course elements as well as a number of humorous cartoons and illustrations..... $6.50

Teaching Through Adventure, A Practical Approach-The chapters of this book contain samples of adventure curriculum taken from high schools and middle schools. Some are interdisciplinary, other describe programs in English, Social Studies, Science and Art. The book suggests ways to use the out-of-doors and the world outside the classroom to broaden and enliven more traditional acdemic subjects. The book contains illustrations, sample worksheets and down-to-earth advice on planning and implementing. The book is written for teachers, administrators and others concerned with educational change..... $4.50

Cranking Out Adventure, A Bike Leader's Guide to Trial and Error Touring - Based on six years of experience in leading long distance bike trips, thi booklet is a small encyclopedia of information for leaders who are just starting out. It includes everything from advice on selecting bicycles, routes, campsites and students, to descriptions on the finer points of "junking" and journal-keeping. A generous dash of humor and a lot of real-world experience make the book a pleasure to read.....$3.00

Going Camping? A Basic Guide to Camping with Students - This booklet is written for teachers and group leaders who want to conduct student trips. It deals with the "how to" of trip announcements, leadership, parent permission slips, camping gear, etc. The book is written primarily for those who will be camping in the New England area or in similar climates .....$ 2.00

Mimeographed Examples of Specific Curricula

Gloucester: Doing and Discovering (English) - A curriculum which uses a town as a resource to be used in developing the concepts of "setting" "mood" and "characterization". In addition, the approach allows students to work together in groups to accomplish a number of objectives, including [illegible], expressive writing and confidence.....$ .50

(A Sentkowski cont.)

Cape Cod: A Working Manual(Science)- A workbook of field ecology activities used by biology students on a 2 1/2 day trip to Cape Cod in Massachusetts..$.60

Acadia: A Working Manual(Science) - A workbook of field ecology activities used by biology students on a 3 1/2 day trip to Acadia National Park in Maine.. $.60

Colonial Life(Social Studies)- A unit in which the students meet history, each other, and the community. It describes specific ways to use the local environment to develop an understanding of life in the colonies. In addition, the unit involves the students with institutions and people in the community. A unique approach to student evaluation and grading is also included.....$.50

Counseling on the Run (Guidance)- An activity-based approach to counseling which has specific applications for everyone in a school community, not just guidance people.....$.50

Urban Awareness(Social Studies) - A way to use the city which allows suburban students to have a series of specific experiences in a task-oriented urban setting which allows the students to come to an increased recognition of that urban life is all about.....$.50

Student Tutoring as a Project Adventure Activity (Community Service) - A rational for student tutoring, case studies, and a program structure that has worked effectively for several year in a single school system.....$.50

Treasure Along the Parker River(middle School Curriculum)- An interdisciplinary unit in which two weeks of group activities in class culminate in an exploration of a local river. Mapping, writing, plant identification, and dramatics are involved. Follow-up activities using the historical and botanical aspects of the area are included, as well as lists of suggested readings, equipment, research possibilities and alternative projects suited to Middle School students.....$.75

The Great Newbury Marsh Hike(interdisciplinary) - A unit which combines physics, ecology, and history in a series of activities which culminate in an exploration of a salt marsh. The physics section covers navigation, mapping, tides, currents and astromomy. The ecological studies involve training in the use of keys, oceanographic sampling and transect studies. The historical section covers local oral history, interviews, and journals.....$.75

The Seacoast as Teacher(Interdisciplinary)- An extensive unit on marine ecology involving field investigations of the coast, barrier beach, salt marsh, and tidal pools of Rhode Island, group process activities in camping, interviewing, hiking, journal-writing, sketching and discussion. Challenge, stress and fun are essential elements. Classroom activities culminate in a two day trip to be used as a basis for extensive follow-up activities in science, ecology and social studies. Student worksheets are included.....$.75

(A. Sentkowski cont.)

Evaluation Materials

Final Quantitative Evaluation - Year I(-Describes instruments and methodology for an extensive evaluation of the Adventure program which focused primarily on the affective and physical dimensions. This report summarizes and interprets the statistical findings in detail.....$.50

Final Quantitative Evaluation - Year II - This report describes the evaluation tools and methods used in pre-post testing of students involved in the second year of the program. It also compares data obtained in the first and second years of the Project's existence.....$.50

Sophomore Parents evaluate the Project-Year II - A discussion of the results obtained from a written questionnaire sent to parents of students involved in the adventure program. It describes methodology, findings and implications for this type of program.....$.30

JUST FOR KICKS - SOCCER FOR GRADES 4-8

Steve D. Davis
Anna K. Davie Elementary School, Rome City Schools

Soccer for grades 4-5 should be kept to the basic skills. These should be emphasized and practiced. Games based on the basic skills need to be played as lead up games. It is recommended that each soccer session begin with a warm-up and conditioning period, followed by an instructional period, then ended with some sort of game related to the skills taught in the day's lesson. When a regular game is played it is still suggested that the basic skills be emphasized, even if it means stopping the game momentarily to explain a point.

Beginning with the 6th grade, the skills should become progressively more advanced, and the strategies of the game introduced. Winning should not be stressed, but learning, skill acquisition, fun, and performance.

Soccer is a relatively inexpensive sport. A ball for every player is great, but one or two will do; goals are preferred, but milk carton, or cones will get you by; marked sidelines are great, but old tires, cones, or milk jugs will do as well. I would suggest that scrimmage vests or pinnies are almost a necessity.
Problems encountered: Sufficient play area - you can cut down on team size to accommodate your field.
Insufficient leg strength - hip flexors in younger players are usually weak, use exercises to strengthen, (i.e. - V-sit)
Bunching up around ball - explain the positions and responsibilities, may need to "zone" your field and assign positions.
Improper kicks- the toe is used rather than the inside, or instep.

(S. Davis cont.)

Activities

Kicking - used to pass and shoot.

- inside - ball hits between base of big toe and anklebone
- instep - toe down, strike ball with the top of the foot (shoelaces), lean over for low kick, lean back for height.
- outside - ball hits base of little toe, (curl toes down).
- back heel - step over ball and strike with heel
- volley - use instep, toes down, body and knee well over ball, kick ball while still in air
- half-volley-basically the same as volley, only the ball is allowed to bounce.

Emphasis

1. Lock ankle with foot fully extended.
2. non-kicking foot placed 4-6" to the side of ball.
3. Body and kicking knee over ball and knee flexed.
4. Eyes on the ball.
5. Head down and follow through.
6. Practice with right foot and left foot.

Drills

1. Two lines facing; partner with ball kneeling with ball in front of knees. Standing partner practices kicks and proper placement of foot on ball.
2. Partners passing - about 3-5 yds. apart, practice each kick alternating feet, use a still ball. To increase difficulty, roll ball straight ahead, then at different angles toward and away from kicker.
3. Player bounces ball in front and kicks to practice half volley. Then have a partner bounce the ball from various angles.
4. Player throws ball up and kicks the ball while it is still in air to practice volley. For greater difficulty, have a partner throw ball to kicker from various angles.

Traps - used to stop and control ball

- foot - can use any part
- thigh - use inside or top of thigh depending on angle of ball
- chest - to drop ball to feet
- head - to drop ball to feet, or to teammate

Emphasis

1. Keep eyes on the ball.
2. Control ball after trapping and be ready to play, do not stop completely.
3. Body should "give in" on contact with ball to cushion.
4. Get square to path of ball.
5. Lean in direction you want ball to go.
6. Practice and use right and left foot/thigh.

Drills

1. With partner practice all traps, throwing or rolling ball.
2. Circle with coach in middle; coach rolls and throws ball to players to trap.
3. Use 1 or 2, this time kicking and lofting ball to players.
4. dead foot trap - throw ball up, catch on instep with "dead" (limp) foot and ease ball to ground.
5. trap and turn - thrown ball up, as ball comes down, turn behind ball, catch it as it bounces up with the lower leg.

(S. Davis cont.)

Dribbling- used by a player to advance the ball, one of the more difficult and exciting skills.

Emphasis

1. Use inside and outside of foot.
2. Use gentle taps, run quickly using short strokes to allow for change of direction.
3. Length of dribble depends on situation, the faster you go, the farther ahead you tap the ball.
4. Use quick change of speed to throw off opponent.
5. Develop feints, screens, and tricks.

Drills

1. Dribble straight ahead, for variety use varying paces.
2. Zig-zag through cones(milk jugs).
3. Dribble on open field using inside and outside of feet changing directions.
4. In penalty box, players dribble around coach hold up fingers, players call out number of finger up.
5. Kick Away - in penalty box, all players dribble around except "IT" who tries to kick ball away from others, change "IT" every 2-3 minutes.
6. lvl - try to dribble around opponent.
7. Step over Reverse - dribble forward, step on ball, step over and pivot, dribble in new direction.
8. Fake and Change - dribble, fake one way, go the other.
9. Side drag - use sole of foot on top of ball to roll ball to either side..
10. Cross over - dribble, step over ball, kick ball in new direction with heel of other foot.
11. Pull around - foot on top of ball, pull ball back and around other leg.

heading-used to trap or advance aerial ball

Emphasis

1. Keep eyes on the ball.
2. Use forehead (about the hairline) or temporal area.
3. Hit the ball with the head (don't let the ball hit the head).
4. Upper body and neck bends back for additional power.
5. Thrust upper dody, neck and head against ball.

Drills

1. Hold ball in hands, practice striking ball with head.
2. Thrown ball up and head.
3. See how many successive headers players can do.
4. Throw ball for partner to head back to your feet, and to your head.
5. See how many successive heads you and a partner can do.
6. By 3's - players on outside throw alternately to one in center who must head, turn, head, turn, etc.

7. In front of goal, head a thrown ball (later a kicked) into goal. For greater difficulty put in a goalie, or specify certain areas of goal to head toward.
8. Jump and head (must be aware of timing).
10. Soccer volleyball - on center circle, net is optional, may use legal contacts to set up or pass over net.

(S. Davis cont.)

Passing - One of the most important aspects of the game

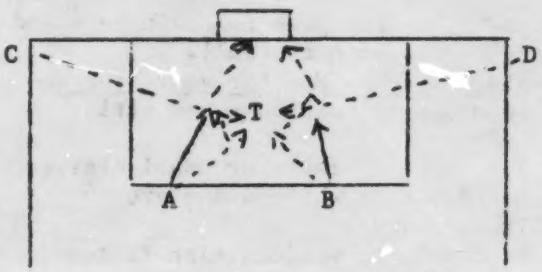
Emphasis

1. Vary passes and use surprise.
2. Use fakes and diguises.
3. Use inside of foot for sure passes, the instep for long passes.

Drills

1. By 2's, pass back and forth. At first allow players to trap then pass, later on work for one touch passes. Vary the distance of these passes.
2. By 3's, triangle passes, basically the same as #1.
3. Two touch circles - circle formation, each player may only have 2 touches on the ball (tap-pass).
4. One touch circles - same as #3 except players may only play the ball one time with first time passes.
5. One touch keep-away - Same as #4, but place a defender in the middle. If defender steals pass, passer goes in the middle.
6. Pass and Weave - (basketball drill)
7. Pass for accuracy - set up cones 20-30 ft. away, 4 ft. apart, give player 5 balls to pass between cones.
8. Soccer Bowl - wet up bowling pins, players pass the soccer ball to knock down pins.
9. 4 corners drill -

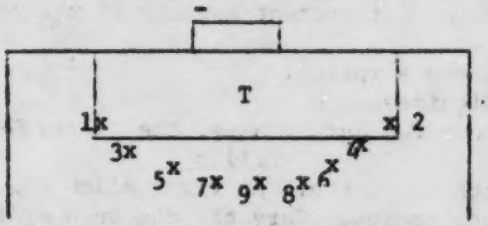
A starts with a 1-2 pass to T, A shoots.
B follows immediately with 1-2 pass to T, B shoots.
C then centers the ball to T for a first time shot.
D does same as C.



General activities - Lead up games

1. 3v3 mini games - use half field, set up cones for goals as midfield.
2. 5v5 mini games - half field
3. 7v7 mini games - half field, or full field if field is short
4. Shooting Relay - 2 pts. for a goal, 1 pt. for stopping a missed shot that is still rolling. Start at center lnne, dribble down and shoot at the 18, (can move closer for younger players). High score wins.
5. Socroose - 2 cones set up at opposite ends of field, with 3-4 ft. circle around cone. Goalie cannot enter that area. No boundaries, can shoot from any side of cone. Try to hit cone - 1 pt. scored.
6. No goalie soccer - regular soccer but without goalie, helps teach full-backs to cover goal.
7. Penalty kick contest - team lines up, each player takes a penalty kick, drops out on a miss. To make more difficult, designate certain areas ball must be shot.
8. Firing squad - set up as shown in diagram. "T" is on penalty mark #1 starts by calling to "T" then passing the ball. As soon as "T makes a play on the ball, #2 Passes the ball to "T", etc. High Pressure drill. Teaches first time shooting.

(see next page for diagram)



9. Beat the clock - spread out 10 balls in penalty box. On "go" player shoots all 10 balls as quickly as possible. Coach times player, add 3 seconds for each missed shot.
10. Keep w y - 3v1, 4v2, 3v2, play in small areas.
11. Get it - 2 lines about 10 ft. apart, coach in the middle. Coach will roll ball traight ahead, first person in each line will try to beat the other to the ball and turn it away from pponent.

SPEED-A-WAY IDEAS (4-8)

Joyce Shelton
Rome Public Schools

Speed-A-Way - Fun game for both boys and girls with an opportunity for players to run with the ball.

Why select Speed-A-Way for your Program-

- Interest to both boys and girls
- Safe
- Adaptable to large or small classes
- Adaptable to various age groups
- Inexpensive
- Adaptable to various size fields
- Skills are the same as those used in several other popular sports-- thus carry over value

Teaching Hints-

- Total participation for all sizes, shapes, and abilities
- Skill development
- Where does it fit in the program

Speed-A-Way Rules

Rules first published in 1950 - originated by Marjorie Larsen in California - played through the United States, Canada, England and India.

Lead-up game for field hockey, soccer or speedball

Speed-A-Way is a combination of soccer, basketball, speedball, fieldball and hockey, with an opportunity for players to run with the ball.

Description of the Game

Speed-A-Way is played by two teams of 11 players, whose object is to advance the ball to score a field goal, by kicking ground ball between the opponents' goal posts, or a touchdown, running or throwing the ball over the end line. The team wins that has the higher score at the end of the playing time. (10 minute quarter, 2 minutes between and 5 minutes half)

(J. Shelton, cont.)

Playing field

The field is rectangular, as large as 100 yards by 60 yards and as small as 75 yards by 45. It is divided into four equal parts by a center line and gwo 25 yard lines. The rest of the field is identical to a hockey field with striking circles and alley lines.

The goals, like hockey goals, consists of two post 4 yards ap[illegible]oined by a crossbar 7 feet above the ground.

Players and Equipment

The 11 players are named as in women's field hockey and soccer - five forwards, three halfbacks, two fullbacks and one goalie. Each teams wears a distinguishing color. Because the goalkeeper has the privilege of handling the ball with his/her hands and feet anywhere on the field, whether it is an aerial or ground ball goalie must be distinguished from the other member of his team.

Official ball is a regulation Speed-A-Way ball. Soccer ball may be used but the Speed-A-Way ball bounces higher.

Game

Captain winning the toss decides if he wants to put ball into play or select the goal to defend.

1. Start with a kickoff from center field.
   a. Must travel the distance of its circumference
   A. May be kicked forward to opponents
   C. Lifted on the kick to a teammate who may not cross the center line until ball is kicked
2. All players must be in their own half of the field, and all except the kicker must be 5 yards from the ball.
   A. Kickoff is taken at the beginning of each quarter and after each score.
      1. Team scored against has its choice of kicking offor letting the opponent kick off.
3. After the kickoff, the ball is advanced toward the opponents' goal by kicking or dribbling a ground ball, or by throwing and catching or running with an aerial ball.
   A. Ground ball- is one that is rolling or stationary on the ground, or a kicked ball that has bounced more than once.
   B. Aerial ball - is one that has been raised into the air by a kick (only) and is caught on the fly or after one bounce.
4. A player who has legally caught a ball may play it in any manner including running with it.
5. Once a player begins to run with the ball, he/she may be tagged on the back by an opponent with one or both hands.
6. A running player, in danger of being tagged:
   A. Pass to a teammate
   B. Punt it
   C. Drop kick it
   D. Drop it and play it as a ground ball
7. The tagged player is considered to have committed an infringement of the rules and possession is given to the opponents.

(J. Shelton cont.)

Scoring

There are several methods of scoring. They are as follows:

1. Field goal - 3 points
2. Scored when a ground ball is kicked by a member of the attacking team from within the striking circle across the goal line between the goal posts and under the cross bar.
2. Touchdown - 2 points
   A. Scored by passing an aerial ball to a teammate who is across the end line
   B. Scored by running across the end line with the ball
3. Field goal with foot ball goal post - 4 points
   Scored when ball is drop kicked from inside the striking circle over the crossbar and between the uprights

Infringements of the rules

1. A ground ball may not be touched with the hands.
2. An aerial ball that touches the ground must be played as a ground ball.
3. A ground ball may be converted to an aerial ball only by the feet.
4. A thrown ball that bounces is a ground ball.
5. A ball that is caught simultaneously by two opponents is tossed up between them on the spot where the tie occureed.
6. A player may not be tagged until he/she has run with the ball.
7. A player who catches the ball while standing still may hold the ball no more than 3 seconds.
   A player may pivot without liability of being tagged.
8. Once the pivot foot is moved player aay be tagged
9. Opponents may be guarded with the arms in any place as long as no contact occurs with the person or the ball.
10. A player with the ball may be guarded by only one person.

Penalties

Foul outside the striking circles - a free kick is awarded the opponents where the infringement occurred.

Foul by the attacking team inside the striking circle, the defending team is given a free kick from any point inside the circle.

Free Kick - All players except the kicker must be 5 yards away from the ball.

A. Ball may be kicked in any direction.
B. Must travel a distance equal to its circumference.
C. Ball may be lifted to a teammate.
D. Kicker may not replay ball until it has been played by another player.

Foul on the free kick gives ball to the opponents.

*/. field goal or touchdown may be scored directly from a free kick.

Foul by the defending team inside the striking circle - a Penalty corner is awarded the attacking team.

Penalty Corner - the ball is placed at the junction of the striking circle and the goal line. A wing puts the ball in play:

A. Throw-in
B. Punt
C. Place kick
D. Drop kick

If a throw-in is used, at least 3 passes must be completed before a touchdown may be scored.

(J. Shelton cont.)

Out of Bounds

1. Ball over the side line is put back in with any kind of pass by an opponent of the player who last touched the ball. Ball may be played as a ground ball or aerial.
2. Throw-in taken within 25 yards of the goal line requires three completed passes to score a touchdown. Foul on throw-in gives the ball to opponents.
3. Ball over the end line but not between the goal posts - the opponents receive the ball 15 yards from the nearest goal post (junction of striking circle and end line).
4. Ball may be put in play with any type of kick or throw. All players must be 5 yards from the kicker.
   *If the attack team puts the ball in with a throw-in three passes must be completed in scoring a touchdown.
5. When 2 opponents cause the ball to go out of bounds at the same time - a toss-up is taken 5 yards in from the line with all other players 5 yards away.

Fundamental Skills and Techniques

Skills necessary to play Speed-A-Way are those skills basic to speedball and soccer. They are as follows:

1. Running and stopping
2. Throwing and catching
3. Pivoting
4. Dribbling with the feet
5. Blocking
6. Volleying
7. Trapping
8. Punting
9. Place kicking
10. Drop kicking
11. Guarding
12. Intercepting

Source: A Manual of Physical Education Activities 3rd edition, W.B. Saunders Company, p. 178-180.

TRACK AND FIELD IDEAS (4-8)

Bettye J. McClendon
Atlanta Public Schools

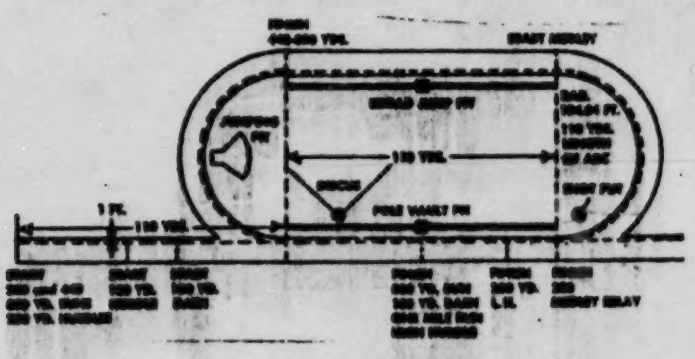
The process of teaching skills for the running and field events is generally the same for both boys and girls at this level.

The program for the elementary grades in track and field should consist of short sprints (40 to 100 yards), running and standing long jumps, the high jump, the hop-step-and-jump, and relays. Jogging and distance running should be primarily for pratice and not competition.

The program for the middle grades in track and field should consist of longer sprints (50-220 yards), relays, hurdling, long and high jump, discus, shotput, and middle distance runs (440 yards to 1 mile run).

Emphasis on Different Levels

Skills Track	40-75 yard dashes Standing start Sprinter's start Jogging Relays (Shuttle) 440-880 yard run	75-100 yard dashes Sprinter's start Baton passing Relays Striding for distance (440-1 mile run) Jogging	80-220 yard dashes Sprinter's start Baton passing Relays Striding for distance (440-1 mile run) Jogging Hurdling	75-220 yard dashes Sprinter's start Baton passing Relays Striding for distance (440-1 mile run) Jogging Hurdling	75-440 yard dashes Sprinter's start Baton passing Relays Striding for distance (880-1 mile run) Jogging Hurdling Cross-country runs
Skills Field	Long jump Standing long jump Handball, softball and/or basketball throw	Long jump Standing long jump High jump Handball, softball and/or basketball throw	Long jump Standing long jump High jump Hop, step, and jump Discus Shotput	Long jump High jump Hop, step, and jump Discus Shotput	Long jump High jump Hop, step, and jump Discus Shotput



(B. McClendon cont.)

Instructional Procedures

Warm-up procedure (bending and stretching)
Correct body positions (sprints and long distances)
Standard start positions
Starts with voice commands
Proper finish forms
Run dashes of various lengths
Relays (shuttle and pursuit)
(visual and non-visual baton passes)
Hurdling (exercises to use Use one hurdle
High jump (scizzors and western roll)
Running long jump (float jump, the run (body and leg forms)
Discus techniques
Shotput techniques
Softball and/or basketball throw techniques
Hop, step and jump

CATCH ALL THE ANGLES - ANGLEBALL (4-8)

Mike Goss
Dickerson Middle School, Cobb County Schools

Rip Engle, former Penn State football coach, is the originator of Angle Ball. The purpose of the game for Penn State was to condition the players by developing speed, stamina, and agility. Engle combined the goals of conditioning with "fun" to expand upon the games potential.

Objective:

Dislodge the "goal ball" thom the cup on the standard and prevent the opposing team from performing the same task.

Equipment:

1 volleyball standard, plastic 1 gallon milk carton or other implement to utilize as the goal "cup". Volleyball, nerf soccer ball, playground ball (goal ball should be approximately 17 inches in diameter). *The game ball should be slightly smaller and heavier than a soccer ball. The goal cup should be mounted up to 10 feet in height, depending upon the abilities and size of the participants. Chalked, painted, or taped boundary markings are used for court markings. *Type of ball used should be determined by the age, size or ability of the participants.

Game Rules:

1. Game consists of 2 halves, 15 minutes each.
2. Time outs: 2 per team in each half.
3. Start the game with a jump ball at the center of the playing area.
4. Players may run with the ball, throw passes, or make hand contact with the ball.
5. A player may travel in any direction with the ball.
6. If the player with possession of the ball is tagged the individual must pass the ball before three steps are taken.

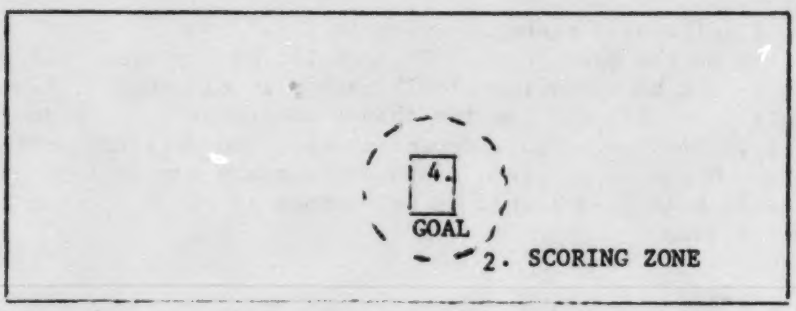
(' · Goss cont.)

7. Tagging a player in the process of passing or shooting has no effect on the play.
8. When a team gets possession of the ball they must bring the ball back to the wall or zone opposite the goal and touch the wall by throwing the ball or by hand. If a zone is used players must cross the zone with the ball before advancing the ball to scoring position.
9. The above step must be repeated each time the ball changes possession from one team to another.
10. Physical contact (tripping, hacking the opponent pushing, etc.) which is considered hazardous or unnecessary by the official will be penalized by temporary explusion from the game.
11. Substitutions may be at random or by official time outs.
12. Size of the playing area and number of class members will determine the number of court players in the time (see modifications).
13. 1 point is awarded to the scoring team when the goal ball is dislodged. Points are not awarded if the standard is hit dislodging the ball. Instruct - or may desire to consider the "cup" as part of the standard.

Modifications of the Game:

When large number of participants are playing, sideline players may be utilized as follows: all court players must throw forward passes to sideline team members. Court players must pass using lateral throws or in opposite direction from the scoring area when passing to court team members.
Allow a variety of means in which to move the ball: dribbles, passes, rebounds off the ball, or other innovative ideas.
Eliminate "steps" by individual possessing the ball to encourage passing - dribbling, and team play.
Always be willing to modify the game to encourage active participation and use of a variety of skills.

Following is a diagram of an Angle Ball court:



1. The ball must be passed or carried to the end zone after change of possession. If a wall is present, ball may be bounced off the wall.
2. A scoring zone may be presented as an option. All scoring attempts must take place from outside the scoring zone.
3. The sideline areas may be utilized when a large number of players are participating (see modifications).
4. The goal is placed in the middle of the scoring zone. Use a volleyball standard and cup at the top. A plastic milk carton serves as an adequate ball cup.

(M. Goss cont.)

Benefits of the Game:

Angle Ball is a simple game in regard to rules and strategy. Primary skills are used frequently (running, passing, catching, target throws, rebounding). Angle Ball serves the 4-8 year students well in encouraging movement, cooperation - team play, and provides a fun experience for students of varied ability levels.

THE AFTER-SCHOOL DANCE: A SUCCESSFUL PROJECT FOR IN-CLASS MOTIVATION (4-8)

Ann M. Salisbury
Norcon Park Elementary School, Cobb County Schools

The middle school child yearns to be a teenager--the magical, mystical time that seems to be the goals of life for a pre-teen. This explains the record collections and "fad" dressing appropriate to the times. Lack of social skills as mush as age prevents this child from actually participating in the activities of a teenage lifestyle. School dances are one of these teenage activities that can be a thrill for the middle school child. Educational values can be achieved at such an activity and the dance can also provide a strong motivational factor for the dance unit in physical education classes.

Planning and implementing such a dance must be done carefully and with much thought in order to insure success. Following are some tips to help in planning:

1. Theme
2. Publicity
3. Music
4. Decorations
5. Skills Instruction
6. Planned order of dance
7. Supervision
8. Refreshments
9. Financial considerations
10. Problem shooting

By far the most important aspect of these tips is that of pre-dance skill instruction-- thus . . .

Dance Instruction Workshop

The nature of the middle school child promotes dances without partners more often than partner dances. For this reason simple line and circle dances without partners are taught in class so that everyone can do them at the "dance."
Group Participation: Line Dances
Circle Dances

The importance of Couple Dancing cannot, however, be overlooked. The transitional phase of this child wants to dance with a partner even though he/she often lacks the social grace or fitness to "snare' the partner of his/her choice. For this reason mixers are often a good idea.
Group Participation: Folk Mixers
Square Mixers

Although the name has changed, dancing with a selected partner seems to endure through fads and eras. "... It many sound funny but it's still rock and roll to me..."
Group Participation: Some couple dance moves.

DANCE WITHOUT COOTIES (4-8)

Carolyn Mills
Tapp Middle School, Cobb County Schools

The use of dance and dance-related activities in middle childhood education to provide physical, emotional, and aesthetic development has been sadly neglected. Teachers are faced with the problem of teaching dance and rhythm to uncooperative students who lack the socialization skills to feel comfortable moving with and/or touching others in time to music. At Tapp Middle School we have solved this problem by teaching dance totally "touch free" or without "cooties".

Our successful approach to dealing with large group instruction (160+) is to have students always begin class with basic rhythmic movements in their own space using follow the leader(teacher) style. All dances that are taught are line dances that require no partners.

A sample of a typical daily class session would be as follows:

1. Students, seated on the floor form lines across the gym facing the instructor.
2. The music is listened to. (No movement, students are finding the beat). **It is very important that the music be of popular variety with a definite 4 count beat. It does not matter if the music is vocal or instrumental.
3. Follow the leader:
   a. A hand response is made, with one or both hands, used together or alternately beating, tapping, clapping, in the air, on the floor, on oneself.
   b. A foot response is made, seated or standing, with one or both feet, used together or alternately (walks in place) or one foot alone (foot taps).
   c. A total body response can be made, moving head, shoulders, arms, hips, knees as well as feet.
   d. Any of these movements (and any other which can be repeated) can be taken through space in any direction, always in time to the beats or the accents.
   e. Walking or kicking forward, backward or sideways in time to the beat.
4. Break down the step pattern to the line pattern of your choice (example Hustle) into 8 count steps. Demonstrate first without music, then with, then have student follow instructor first without music then with music. Continue to do this method with each 8 count section of the dance until the entire dance is taught. **Never teach more than 1 dance per class period.

Tips Of Interest and Motiviation!

1. Always begin class with warm-up rhythmic movements to a favorite record.
2. Allow time at the end of each lesson to practice learned dances.
3. Don't try to rush through too many dances, it is best for students to learn 3-4 line dances in a 30-4 week unit and to feel comfortable with the music.

(C Mills cont.)

4. Have several selections of popular music on hand for students to practice dances and allow students to bring their own records (that you have carefully screened) to enjoy their newly learned moves.
5. The unit is ended successfully with an after school "sock hop" for all to show with pride and enjoyment their new skills.

Examples of some favorite line dances include: Hustle
Hully Gully
Bus Stop
Hot Chocolate

BUILDING A GROUP CREATIVE DANCE FROM CIRCULAR SPATIAL AND FLOOR PATTERNS (Grades K-3)

Vera Lundahl
University of Nebraska at Omaha Omaha, NE 68182

Elements to be presented:
Circular movements with all parts of body
Circular spatial and floor patterns
High and low levels, fast and slow, smooth and jerky
Loose, floppy, light, fluffy.

Introduction:
Look at pictures of circular objects and things that go in circles and circular patterns. Talk about them.

Exploration:
Explore circular movements with body parts and with body in space--making circles and curved lines on floor and in air, turns, etc.

1. Elevated trains and subways: We live in a city with elevated trains and subways and all of the tracks on which they run are circular! Demonstrate dance run. Children then dance run high level for elevated trains and low level for subways in circular and curved patterns on floor. Change when you hear the different drum beat. Subways-noise and jerky. Elevated train-runs smooth and quiet.

2. Tornados: Talk about how a tornado moves--turns round and round, slow, fast, low, high, sometimes dips to ground. Explore to drum beat, starting slowly, low and high, going faster ... after a while tornado hits a barn in the country with a loud explosion (no noise, just movement). Hold explosion shape.

3. The Washing Machine: Discuss how clothes move in washing machine. Have piece of clothing to show how it floats when water starts to agitate slowly, then faster ... then starts to spin in spin cycle. Explore loose and floppy with circular movements caused from washing machine action... then spin cycle. Repeat for rinse cycle. Record: Zorba the Greek.

4. Spiral turn to the ground. Think of something pretty, soft and fluffy .. something that will float spiraling to the ground. Start very high... slowly turn in circular spatial pattern to floor... light, gentle breeze lifts you into blue sky again... you float a few seconds and then circle softly to the ground again... and lie quietly on the floor.

(V. Lundahl cont.)

Group Creative Dance:

Everyone does elevated train and subway part, coming onto stage area at different times. Assign half of group to be tornados, half the clothes in washing machine. Tornados move across the floor (probably in 2 groups.. depends on number of people) washing machine, dancers move in center upstage area. When stage is filled with dancers, everyone does the spiral turn softly to floor... gently float up again and spiral turn once more to the floor and end in final shape.

BUILDING A CREATIVE DANCE FOR PRE TEENS

Vera Lundahl
University of Nebraska at Omaha, Omaha, NE 68182

Elements to be presented:

Movement with action works
Slow motion (space walk)
Group movement in circle (hands held)

1. General warm up
2. Group scattered out on floor. Do action that words suggest. Examples of words: zig zag, melt, explode, curl and uncurl, rush hour, jerky, rocking chair, molasses, rotate, chop, bounce, lickety-split, etc.
3. Go from spot where you ended with words to a designated group with a 19 count slow motion space walk.
4. In groups of about 7-9 people, join hands. One person leads the movement. All must continue to hold hands. The rest of group gives a little tension to the movement led by the leader. The leader moves very slowly throughout the entire dance. The groups are told to freeze when asked to do so... and then continue.

Building a Creative Dance from #2, 3, and 4 above:

5. In groups, choose 3 action words, (listed on blackboard or sign). Put 3 action words together in a little short study... move away from their group with 19 count space walk, find new group for joining hands for a group dance (No. 4 above). Teacher will call for "freeze" at various times during the movement and when a leader should be changed. If time allows and there is some good movement going on, we might stop all the groups but one and watch their dance, or take turns watching each group.

MY FAVORITE LESSONS FOR INTEGRATING PHYSICAL EDUCATION WITH MUSIC, LANGUAGE ARTS AND GEO RAPHY

R. Thomas Trimble,
University of Georgia

The word integration, as it related to this presentation, suggests an interaction between two subject matters areas. Research studies have shown that the learner learns best when multiple senses are used in the learning episode. Movement will be utilized to add an additional sensory dimension in dealing with classroom subject matter that is typically taught in a very passive non-movement manner. That added dimension is movement.

The growing child needs vigorous activity for optimal physical development. To experience classroom subject matter in an active way provides beneficial physical activity for frowth. Additionally, the student has an opportunity to learn about and apply cognitive understands via a movement experience which is in vact, a major learning modality for the elementary school age student.

PULSE IS THE BEAT OF THE BODY; RHYTHM IS THE BEAT OF THE MUSIC

Bonnie (Gleason) Petersen, P.E. Specialist
Susan Bailey, Music Specialist
Portland, Oregon

Due to lack of classroom space at Humboldt Early Childhood Center in Portland Oregon, Susan Bailey was forced out of her music room. The music room became a classroom. The gym became a place of songs, rhythm, movement, skill development, and PE/Music concepts and vocabulary. Thus, one Physical Education Specialist and one Music Specialist teaching together to produce a program that's original.

The children demonstrating today are elementary students from the Atlanta Public School System. With them, we will be showing 5-25 minute lesson plans combining PE/Music in one 25 minute time period. This will be action-packed and full of many NEW CREATIVE ideas. There wil be SOMETHING FOR EVERYONE!

Presentation Outline

1. Tambourine: traveling, rhythms, signals: stop/go concepts covered: Traveling skills reinforced through singing.
2. "Gonna Shout"
   concepts covered: Traveling skills reinforced through singing.
3. Echo Clapping (ears)
   Mirror (eyes)
   concepts covered: Reinforcement of listening skills, special awareness, eye-hand co-ordination
4. "I live in a City" (Multi-Cultural Theme)
   concepts covered: Rhythm (clapping), singing, meters
5. Small World w/sticks
   Music Music Music w/Scarves
   concepts covered: Force: strong/light movements, Dynamics: soft/loud sounds

(B.Petersen. S Bailey cont.)

6. "Feel of Music"
   concepts covered: Tempo-Speed of music)_ Fast/Slow
   Time - Speed of Movement)
7. Drum/Bell
   Jumping/Landing
   concepts covered: Listening, Identifying Instrument Sounds, Tome Quality
   Theme of Jumping/Landing
8. Disco Freeze
   Concepts covered: Development of a Routine, Creative Movement

Records Used In Order of Presentation

Movin' "Haunted House"
(Hap Palmer)

Perceptual Motor Rhythm Games - "Love is Blue"
(Jack Capon - Rosemary Hallum)

Simplified Lummi Stick Activities - "It's A Small World"
"Music Music Music"
(Laura Johnson)

Feel of Music "Fast/Slow"
(Hap Palmer)

Circles and Sticks "Jump and Land"
(Hap Palmer)

Disco Dances and Games "Disco Freeze"
(Georgiana-Stewart)

AN EDUCATIONAL GYMNASTICS NOTATION SYSTEM FOR ELEMENTARY STUDENTS

Ann Hudgens
Charlotte-Mecklenburg Public Schools, Rock Hill, South Carolina

A symbolic notation system was developed to aid in the teaching of educational gymnastics to elementary aged students (grades 2-6). The system was used to enhance the children's understanding of the movement concepts of body, space, effort, and relationship. The movement categories were adapted from the work of Logsdon and Barrett (1977, pp. 97-120) and Shelia Stanley (1977, pp. 38-73), then further simplified to meet the needs of the students and objectives of the program. For example, the category of body actions included only transferance of weight (specifically, step-like actions, rolling and flight), balance, and shapes, Likewise, the relationship category referred only to the relationship of the performer to the apparatus. Symbols were devised to correspond to the different movement components: O——O meaning a feet-to-foot weight transferance, ⌒ Indicating over as the relationship to the apparatus, ↑ stating the intended direction as upward, etc. A chart was created to assist the students in recording individual gymnastic movement and movements performed in sequence. The chart required information about the body, space, effort, and relationship qualities pertinent to each movement performed.

(A Hudgens cont.)

References

Logsdon, B.J., et at. Physical Education for Children: A Focus on the Teaching Process. Philadelphia, Lea & Febiger, 1977.

Stanley, S. Physical Education: A Movement Orientation, 2nd ed., Toronto McGraw-Hill Company of Canada Limited, 1977.

A WINNING EXTENDED PHYSICAL EDUCATION PROGRAM FOR ALL STUDENTS (INTRAMURALS)

James C. Montgomery
Midway Elementary School, Dekalb County Schools

I. Before
   A. Possible Activities
   B. Year Long Plan At Midway School
   C. Signing Up Participants
   D. Scheduling

II. During
   A. Communication
   B. Competition

III. After
   A. Awards Assembly
   B. Rewards

Possible Activities

Team Tournaments	Individual Activities	Self Testing Activities
Flag Football	Bowling*	Punt, Pass & Kick
Soccer	Cheerleading	Soccer Pass, Dribble & Shoot
Street Hockey	Gymnastics	Basketball Pass, Dribble & Shoot
Basketball	Wrestling	Pitch, Hit & Run
Volleyball	Swimming*	Bicycle Rodeo
Softball	Cross Country	
Speedball	Run For Fun	Special Events
	Pool*	Track & Field Day
	Ping Pong*	Drill Team
	Putt Putt Golf*	P.T.A. Demonstration
	Ice Skating*	
	Roller Skating*	

*Indicates Activities that require extra facilities

(J. Montgomery cont.)

Year Long Plan at Midway School

Run For Fun	Sept. - June
Flag Football Tournament	Sept. - Oct.
Punt, Pass & Kick	Oct.
Cheerleading	Oct.
Soccer Tournament	Oct. - Nov.
Soccer Pass, Dribble & Shoot	Nov.
Cross Country Meet	Nov.
Bicycle Rodeo	Nov.
Bowling	Nov. - Dec.
Basketball Tournament	Dec. - Jan.
Basketball Pass, Dribble & Shoot	Jan.
Gymnastics	Jan. - Feb.
P.T.A. Demonstration	Feb.
Wrestling	Feb. - [illegible]r.
Street Hockey Tournament	Mar[illegible]
Swimming	Apri[illegible]ay
Putt Putt Golf	April - May
Pitch, Hit & Run	April
Track & Field Day	May

Signing up Participants

At Midway School, I have each student sign up with a new permission slip for each activity. I have found this to be the easiest and most efficient way to keep track of who is participating and making sure the parent knows where their children are.

This is an example of the permission slip:

STUDENT'NAME_____ GRADE_____

AFTER SCHOOL ACTIVITY_____

I give my permission to my son or dauhhter to participate in the After School activity listed above. I realize that the activities are scheduled on different days of the week and that most of them are over by 4:30 p.m.

Signed_____

After 5 days of signing up I make the teams and pick the captains. I try to make the teams as even as possible based on each person's Personal Fitness Test scores and past performance. The teams and schedules are posted 2 or 3 days before the activity is to begin.

Scheduling

Most of the activities will need a minimum of a week and a maximum of 5 weeks. I schedule the activities on Monday, Tuesdays, Thursdays, and Fridays. The activities begin at 3:15 and end at 4:30. I have included keys for making schedules with 4,5,6, or 7 teams and a copy of a soccer schedule for this year.

(J. Montgomery cont.)

4 Team Key
A vs B
C vs D
A vs C
B vs D
A vs D
B vs C

5 Team Key
A vs B
C vs D
E vs A
B vs C
D vs E
A vs C
B vs D
E vs C
A vs D
B vs E

7 Team Key
A vs B
C vs D
E vs F
G vs A
B vs C
D vs E
F vs G
A vs C
B vs D
E vs G
F vs A
A vs D
B vs E
A vs E
B vs F
C vs E
G vs D
B vs G
F vs D
C vs G

6 Team Key
A vs D
B vs E
C vs F
G vs E
A vs F
B vs C
D vs F
E vs C
A vs B
C vs D
A vs E
B vs F
A vs C
B vs D
E vs F

Each Day I try to schedule an hour and 15 minutes worth of activities. This is normally two games in a team tournament.

COMMUNICATION

After I have posted the schedule and teams I use the following methods of keeping the participants notified of scores and upcoming games.

1. Bulletin Board - I keep the schedule up to date by circling the winners of completed games, so the students can see who is playing next.
2. Easel in front hall- I put a sign on it each morning that has the previous days scores and that day's games.
3. Intercom - I have announcements made each morning about the past and upcoming games. I make sure to mention winners, goal scorers and outstanding performances.

Competition

Once you have the system organized the easy part is conducting the various activities. A basic knowledge of the activity and some minor rules changes can fit the activity to your situation.

(J. Montgomery cont.)

Tournament Activities

Flag Football Equipment needed: 4 cones, 2 sets of flags, and 1 football
Field (60X40 yds.) Rules changes: 4 downs (3 passing & 1 running)
4 count delay before rushing passer
6 or 7 to a team
center not eligible for ball
1 down to try for extra point

At the end of the season the students vote on all-stars to represent their grade level in all-star games.

Soccer Equipment needed * cones, 2 sets of pinnies, and 1 soccer ball
Field (60 X 40 yds.) Rule changes : goal is 2 cones and below goalie's head
6 or 7 to a team
goalies may change on any dead ball
goal area is 6 X 18 yds.
No offsides

At the end of the season there are all-star games just like flag football.

Street Hockey Equipment needed: 2 goals, 1 hockey ball, 2 goalie stick, and paved area, and 2 sets of pinnies
Field(paved area - We use the parking lot)
Rule Changes 4 or 5 to a team
NO HIGH STICKING
no slap shots
no offsides
ball out of paved area-face off
all penalties-2 mins.

At the end of the season theee are all-star games held in the cafeteria. This is a money making project sponsored by the PTA.

Basketball Equipment needed: 1 basketball, 2 sets of pinnies
Full court Basketball(We use one section of our blacktop lay area)
Rule changes: 3 or 4 to a team
3 fouls to foul out
all fouls are shooting fouls
no 3 second violation

At the end of the season we have all-star games just like flag football and soccer.

Individual Activites

Bowling- We use a local bowling alley (Glenwood Lanes). They have given us a good deal on 2 games and shoes for each student for each day. It usually takes 1 hour to an hour and a half for everybody to finish their games. The parents that drive normally help the students to score the games. At the end of the day I keep track of all the scores for each student's record. The bowling program usually lasts 2 weeks.

(J. Montgomery cont.)

Cheerleading- We have the varsity or B-team cheerleaders from a local high school (Avondale) come for a week to teach the students jumps, positions, cheers and chantes. Each high school girl gets a group of 6 or 7 students and works with them for the week. At the end of the clinic there is a competition between all the teams, judged by some faculty members. The judges pick the best teams and the best individuals to cheer at the all-star flag football games.

Gymnastics - We have a 5 week program where we work on more advanced skills and routines. At the end of the clinic we hold tryouts for the PTA tumbling exhibition.

Wrestling We have a 3 week program where we work on moves, counters and short matches. At the end of the clinic we hold a tournament with the finals held in the cafeteria.

Swimming- The county sponsors this program and gives us time at the local high school pool and transportation. We divide the group into 3 groups: minnows, fish and sharks. The sharks are given free time (diving, water polo, free swim and races). The fish are given some instruction on strokes and free time (diving and free swim). The minnows are given instruction on swimming and drownproofng and some free time (free swim).

Cross Country Meet - A 1 1/2 mile race around a course set up on the school property. This is done along with Run for Fun.

Run for Fun - This is a voluntary running program involving all the students, teachers, and parents in the school. It runs from Sept. until May. We are also trying to run the mileage from Atlanta around the U.S.A. The students can run before or after school with the help of the P.E. Club or during the day when the teachers take them out.

Putt Putt Golf - This is a new activity at Midway school. We are going to run this at the same time we are running swimming. We will alternate days. (i.e. Swimming Monday & Wednesday, Putt Putt Tuesdaysand Thursday). We plan on this activity being handled bery similar to Bowling.

Self Testing Activities

Punt, Pass & Kick - A form of the competition conducted by Ford Motor Co. The students compete in a punt or drop kick for distance, a pass for distance and accuracy, and a kick off for distance and accuracy. Students compete in age agroups and sex for first, second, or third place in the school.

Soccer Pass, Dribble & Shoot - A competition using soccer skills. The students compete in shooting 5 shots on goal, dribbling through cones for time and trying to pass accurately to a target. The students again compete in age and sex groups to become school champion.

Basketball Pass, Dribble & Shoot - This is a basketball skills test. The students compete in dribbling through cones for time, shooting 10 free throws and passing at a target for accuracy and distance. Again the students compete in age and sex groups.

(J. Montgomery cont.)

Pitch, Hit and Run. - A form of the competition sponsored by Burger King. The students are tested on 5 pitches from the mound, 3 hits from a batting tee or self tossed for distance, and running the bases for time. Again the students compete in age and sex groups.

Bicycle Rodeo - This competition follows a bicycle safety week. The students compete in a straight line drive for balance, a zig zag course for turns, a figure 8 and a slalom course through cones. The students compete by grade level and sex.

Special Events

FIELD DAY (PRIMARY GRADES)
Field Events: Standing Broad Jump
Frisbee Throw for Distance
Softball Throw for Distance
Tug of War
Running Events: 3 legged Race
50 yd. Dash
Distance Race (1/2 mile)
Team Relay

FIELD DAY (UPPER GRADES)
Field Events: Obstacle Course
High Jump
Running Broad Jump
Frisbee Throw for Distance
Softball Throw for Distance
Tug of War
Running Events: 75 & 100 Yd. Dash
Distance Race (3/4 & 1 mile)
Team Relay

P.T.A. DEMONSTRATION
In coordination with the daily program of tumbling and gymnastics, we give a demonstration of skills at a P.T.A. meeting for the parents and teachers. All grade levels are represented with tumbling or gymnastic skill. The 6th and 7th year students that participate in the gymnastics program after school are allowed to make up their own routines to try out and maybe perform at the P.T.A. program.

Rewards

Awards Assembly
Every other month we have a large awards assembly for the students to award Certificates and honor those who have done a good job. This assembly usually lasts an hour and certificates are handed out for all the activities that are completed. This turns out to be an important time for many of the students because it may be the only time they are singled out and prasied.

(J. Montgomery cont.)

Certificates
Every student that participates in an after school activity receives a certificate for his or her efforts and is presented to the students at an awards assembly. These certificates contain all the honors the person may have attained during that activity. Each activity is rewarded with these honors:

Run for Funn	10 Mile	Cross Country	1st Place
	25 Mile		2nd Place
	50 Mile		3rd Place
	75 Mile	Bicycle Rodeo	1st Place
	Marathon (100 Mile)		2nd Place
Flag Football	1st Place Team		3rd Place
	2nd Place Team	Bowling	#1 Avg.
	All-Star		#2 Avg.
	Good Sportsmanship		#3 Avg.
Punt, Pass &Kick	1st Place		High Game
	2nd Place	Basketball	1st Place Team
	3rd Place		2nd Place Team
Cheerleading	1st Place Team		All-Start
	2nd Place Team		Good Sportsmanship
	All-Star	Gymnastics	P.T.A. Program
Soccer	1st Place Team	Wrestling	1st Place
	2nd Place Team		2nd Place
	All-Star	Street Hockey	1st Place Team
	Good Sportsmanship		2nd Place Team
Pass, Dribble,Shoot	1st Place		All-Star
	2nd Place		Good Sportsmanship
	3rd Place	Swimming	
		Putt Putt Golf	#1 Avg.
			#2 Avg.
			#3 Avg.
			Low Game
		Pitch, Hit & Run	1st Place
			2nd Place
			3rd Place
		Track & Field Day	Ribbons for Winners

REALITY THERAPY--AN ALTERNATIVE TO PUNISHMENT

Charlene K. Stewart
Department of Laboratory Experiences
Georgia Southern College

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Biographical Data

Dr. Glasser is a Los Angeles based psychiatrist who founded the Institute for Reality Therapy in 1967 and presently serves as its president. He has worked in the public schools of Sacramento, Palo Alto, and Los Angeles since 1961, developing his 10-step reality therapy approach.

Dr. Glasser's best known books are Schools Without Failure (1969) and Positive Addiction(1976). An earlier book is Mental Health or Mental Illness (1961).

Definitive Differences Between the Terms Discipline and Punishment

PUNISHMENT	DISCIPLINE
1. Expresses power of a personal authority. Is usually painful and based on retribut on or revenge (what happened in the past). Is arbitrary.	1. Based on logical or natural consequences expressing the reality of the social order (rules which must be learned in order to function adequately). concerned with what will happen now (the present).
2. Is imposed. (Done to someone.) Responsibility is assumed by the punisher.	2. Responsibility is assumed by the individual (done by). Comes from within. Is desired.
3. Options for the individual are closed.	3. Options are kept open so individual can choose to improve behavior.
4. A teaching process which usually reinforces failure identity. Essentially negative and short term without sustained personal involvement.	4. An active teaching process involving close, sustained, personal involvement. Emphasizes teaching ways to act that will result in more successful behavior.
5. Open or concerned anger.	5. Friendly
6. Easy or expedient.	6. Difficult and time consuming.

Principles of Reality Therapy

1. All people are satisfied by realistic, responsible and right behavior.
2. Unacceptable behavior is unrealistic and irresponsibile
3. Regardless of how many failures a person has had in the past, regardless of his background, that individual will not succeed in general until he can succeed in specific.

(C. Stewart cont.)

10 Steps to Good Discipline

Relationship Phase

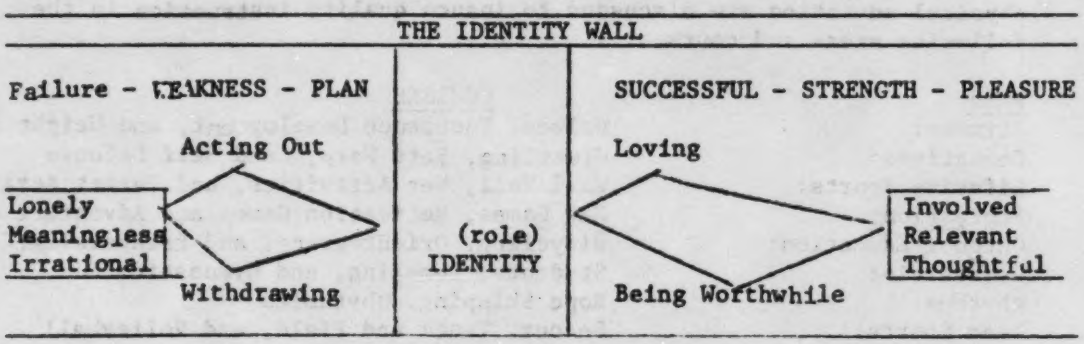
1. Evaluate your own behavior as a teacher.
2. Decide not to use any behavior which has obviously failed in the past.
3. Plan a better tomorrow for your students by becoming personally involved with the student.

Counseling Phase

4. Ask the student, "What are you doing?" Cause the student to stop and think about his act. When he owns his behavior, simply say, "Please stop it".
5. The pupil's negative behavior continues. Confer with the student. Ask, "What are you doing?" "Is it against the rules?" "What should you be doing?" Try to convey warmth, support and firmness.
6. The short conferences are not working. Repeat Step 5, except add, "We have to work this out. What kind of plan can you make to follow our rules?"

Time Out Phase

7. The student disrupts again. You are sure repeated use of the previous steps don't work. Isolate the student in a "time out" area in classroom.
8. If the student disrupts in "time out" area, place him in in-school suspension area. His alternatives: 1). return to class and follow reasonable rules or, 2) continue to remain outsid of class.
9. If the student is totally out of control, parents must be notified and asked to take the child home. Student is welcome to return to school when his behavior becomes reasonable.
10. Any student who is continually unsuccessful in Step 9 must stay home permanently or be referred to some other community agency.



This diagram is called "The Identify Wall" because it indicates that there is a separation (wall) between people who can be classified as successful and people who can be classified as failure oriented.

Successful people, generally, are those we can classify as psychologically strong. They get reinforcement to continue their strength behavior because it produces good or pleasant psychological feelings. One can usually identify them by the watch words listed on their side of the wall.

Failure oriented people, generally, are those we can classify as psychologically weak. This weakness causes pain which the failure person tried to diminish by action out the watch words on ths side of the wall.

None of use ever function completely on one side of the wall or the other However, for persons who are failure oriented must of their lives, the process of Reality Therapy when used by a strong caring person can help them to help

(C. Stewart cont.)

themselves.

TEACHER RESOURCE MATERIALS AND TEXTBOOKS FOR MIDDLE SCHOOL PHYSICAL EDUCATION TEACHERS

Bob Moore
Cobb County Schools - Marietta, Georgia

It is time that physical education receives the attention and support it deserves as a vital component of the educational curriculum. It serves the needs of all youngsters and is a mandatory part of their curricular experiences Yet most school systems ignore the needs of physical educators for appropriate resource materials, textbooks, and instructional equipment. Other instructors are provided with these essentials and would shudder at the thought of teaching only from old college notes and memories of their experiences as students.

Educationally sound physical education experiences should follow a more systematic approach to the motor development of youngsters similar to other developmental programs (i.e. math where activities such as addition, multiplication, fractions, and decimals are introduced in building block tasks are). Others don't rely on their memory to determine which specific tasks are developmentally appropriate for younsters in a given grade, nor should physical educators. Textbooks are essential for both student and teacher.

Specific support materials and text books appropriate for middle school physical education are discussed to insure quality instruction in the following areas and courses.

AREA	COURSES
Fitness:	Values, Endurance Development, and Weight training
Combatives:	Wrestling, Safe Wars, and Self Defense
Lifetime Sports:	Wall Ball, Net Activities, and Target Activities
Recreation:	New Games, Recreation Games and Adventure Activi.
Outdoor Education:	Bicycling, Orienteering, and Backpacking/Camping
Gymnastcis:	Students, Tumbling, and Gymnastics
Rhythms:	Rope Skipping, Rhythmics
Team Sports:	Soccer, Track and Field, and Volleyball

EVERY CHILD DESERVES THE RIGHT TO HAVE FUN

Ann M. Salisbry and Robert N. Long
Cobb County Schools

This session deals with integrating the physically impaired child within a normal physical education setting. In most cases the classooom teacher and the special education teacher are meeting the educational needs of the physically handicapped child. We should also address these same goals within the physical education class. Public Law 94-142 states that the handicapped student should be placed in the least restrictive environment with

(A. Salisbury and R. Long cont.)

cooperative efforts of all educational personnel involved within the students individual education program. Physical education is an area, however, where limitations often prevail and prevent the complete edecation of the child. A handicapped child can have "fun" and be educated in a physical education setting. This goal can be accomplished in a manner which enhances rather than interferes with the normal program.

Part I

Awareness session: Group participation by all; various new games and traditional games with a unique "twist" will be included.

Patt II

Discussion and problem shooting:

A. Attitudes in dealing with the handicapped child-- The handicapped student should be treated as a student who is an individual, who is able, and who incidentally, has a handiap that can be appropriately dealt with in a physical education manner.

B. Procedures -- Dressing, Severity of condition,modification, class interactions, etc.

A SUPPLEMENTARY PERCEPTUAL-MOTOR PROGRAM MODAL FOR LEARNING DISABLED ELEMENTARY SCHOOL CHILDREN

Robert Tucker
VPI and State University, Blacksburg, Virginia

During the past decade interest in the field of childhood learning disabilities has increased tremendously. This growing awareness has led to the implementation of various diagnostic and remedial programs. With compliance to the requirements of P.L. 94-142 new demands are being placed on the elementary physical education specialist. Increased understanding of learning during developmental stages stresses the importance of movement in learning. Movement experiences at critical growth periods are thought to enhance academic readiness. Thus, the physical educator's traditional roles of teaching physical fitness and skill acquisition have been expanded to include perceptual motor development. Of special interest are the movement programs designed to aid perceptual-motor development and remediation in learning disabled children.

Among the better known types of remedial programs in learning disabilities are those which involve training of perceptual-motor skills. Most studies concerning program effectiveness have focused on the impact of various perceptual-motor training programs on the acquisition of those skills believed necessary to academic achievement.

Kephart (1960) and Frostig and Horne(1964) have reported that children exposed to perceptual-motor skills have not only increased the child's motor competencies but his/her reading, writing and arithmetic achievement as well.

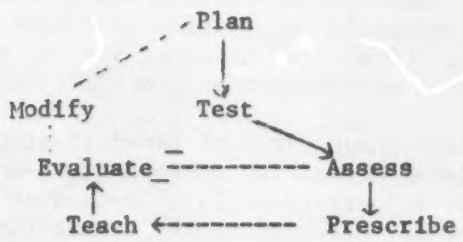
(R. Tucker cont.)

Cratty (1972) has also developed a perceptual-motor approach to be used as remediation with children with learning disabilities. He declares that the first level of learning is motoric and that this is critically related to learning through visual modality. He bases his program on the theory that motor development is the means by which humans express intellect. In order for academic ability to be enhanced, these skills must be interpreted into the motor activities to which the children are exposed.

Self-concept is another variable that has been considered in studies of motor and perceptual-motor programs for the learning disabled. Banville (1976), Elstein (1977) and Platzer (1976) have found that learning disabled children participating in an intensive perceptual-motor program showed improvement not only in coordination, behavior and learning but also in self-concept. Moran (1974) and Flincham (1975) imply that children who experienced success, joy, excitement and fun from moving and playing are receiving immediate positive reinforcement that contributes to their self-concept.

Based on this information stated earlier there seems to be empirical evidence to support a supplementary perceptual-motor program for learning disabled elementary school children. The planning of programs for any group requires the consideration of the characteristics and learning traits of the target population so that goals, objectives and teaching strategies chosen are suitable for the population. In planning intruuction there is a definite need to recognize the wide range of individual differences in children. In dividualized instruction is probably the best to take these differences into account and so an individualized approach to instructional planning is recommended.

As any teacher knows, the process of individualizing instruction in any kind of program requires a large expenditure of effort on the part of the teacher. Constant attention must be given to each child's needs, competencies, status and progress in order to ensure that he/she is receiving the type and amount of instruction that he/she will benefit most from. Since the teacher's time is valuable and the instructional periods for youngsters are usually short, it is important or is very far from achieving. The teacher must know exactly what he/she is trying to achieve and how to go about doing it. The following model shows the steps that are involved in this process.



(R. Tucker cont.)

This teaching model suggests that the teacher follow some basic steps in order to individualize a perceptual-motor program for the learning disabled child.

1. The teacher must PLAN objectives for assessment and instruction based on what he/she sees as appropriate educational content for the children he/she is to deal with.
2. The teacher must TEST each child to gather all pertinent information relative to the learner and the administration of all appropriate instruments.
3. The teacher must ASSESS each child based on objectives and other information gathered during the testing phase. It involves a careful scrutiny of this information and determining which objectives have not been met. The ultimate goal of assessment is the formulation of alternate hypothese or a hypothsis, i.e., a plan of action for improving student learning.
4. The teacher must PRESCRIBE activities and specific tasks to remediate or ameloriate education deficiencies of each child.
5. The teacher must TEACH using instructional strategies which include positive reinforcement and personalized instruction - the focus on the human element.
6. The teacher must EVALUATE the efficacy of the teaching based on student achievement. Evaluation is a two-step process designed to insure the student performance is constantly monitored. Formative evaluation deals with the daily assessment of, and if necessary modification of each child's perscriptive program. Summative evaluation is used to determine program impact on the student. It is the gathering of data at periodic intervals to substantiate the value of the program.
7. Based on information from this evaluation the teacher may MODIFY the plan to better meet the needs of the child.

It is obvious that this is a cyclical process that should be ongoing through the instructional program. Continued modification based on assessment of student progress will insure that children are receiving instruction that suits their individualized needs.

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MOVEMENT EXPERIENCES FOR CHILDREN WITH AUDITORY HANDICAPS

Dr. Robert E. Kraft
University of Delaware

The auditory handicApped defines those dhildren with total functional hearing loss (the deaf) and those with functional but subnormal hearing (the hard of hearing). The auditory handicapped child may be born with an impairment or may acquire it. The intent of this article is to explore the techniques employed in implementing movement experiences and cite specific activities that give children with auditory handicaps a sense of personal success.

There are few restrictions on the participation of auditory handicapped children in movement activities. The most critical problem for deal children is communication and its effects upon social development. Plan and physical education activities provide a unique opportunity for socialization and motor growth. In general, the auditory handicapped are inferior to the hearing on stacic and dynamic balance and motor speed. However, there appears to be little difference between deaf and haaring children inmost other tests of motor fitness. Children with severe balance dysfunctioning should be restricted from high climbing or certain tumbling activities, but most problems in performing activities can be traced to communication difficulties.

Guidelines

Pedagogical considerations in implementing movement experiences for auditory handicapped children include the following:

1. The size of the class should not exceed ten children if all class members are deaf. If deaf children are integrated with the hearing, class size may be increased to a level appropriate to the nature of the activity. A hearing partner might be assigned to a deaf child to give manual signs and to reinforce directions by a demonstration.
2. For communication, attention-getters such as hand signals or light stimuli can be effective. The children should be able to see the teacher's face from a proximate distance to facilitiate lip reading and facial gesture cues.
3. During a physical education period, the children should be kept physically active must of the time. Allow the hearing impaired child to express frustration and release aggressive tendencies through approved, cooperative play situations. Avoid lengthy explanations and constant changes in rules and transitions Avoid activities such as dodgeball bombbombardment where a blow to the head is a likelihood.
4. The game interests of the deaf may be characteristic of younger children due to social immaturity, limited preschool play experiences, or difficulty in understanding the complex rules of team games. The choice of movement activities should be below the usual recommended grade level.

(R. Kraft cont.)

5. When deaf are integrated with the hearing, all children should be treated equally. Deaf children are sensitive to a teacher's prejudice, however, the teacher should prevent domination in games by the hearing.

6. Since auditory handicapped children learn primarily through visual stimuli, activities such as mimetics, circle games, relay races, and games stressing visual cues can be successful play experiences. Supplement instruction with films, slides, and written descriptions of rules and games.

7. Children with auditory handicaps often have fears and inhibitions about moving freely in space. Movement education techniques allow the children to compete only with themselves. Moving at their own pace affords the deaf child more opportunities for successful experiences. The suggested challenges may be prepared on task cards or the blackboard.

8. Since balance is the deaf child's primary motor deficiency, the program should include a wide variety of balance tasks, both with and without equipment. Appropriate activities include hop tag, statues, hopscotch, tightrope, and wheelbarrow. The use of a low balance beam and balance boards can be effective.

9. Children with auditory impairments should develop their remaining sensory abilities, thus visual and tactile experiences need emphases. Tactual tasks such as blindfolded activities, guessing sounds, shapes, and textures and partner trust activities are appropriate.

10. Individual and dual activities are those that may be played by one to four children. Once learned they can be played without direct supervision. Less vigorous activities as deck tennis, four square, marbles, jacks, horseshoes, and table tennis are valuable in establishing social experiences and opportunitites for skill development.

11. When conducting rhythimic activities, a low bass sound should be used to aid in hearing the beat. A rhythmic blinking light or metronome can be a valuable visual cue. Place the speakers on the floor can aid the deaf child's feeling of the sound vibrations.

12. Deaf children tend to withdraw due to lack of communication skills, thus provide opportunities for social interaction. Leisure activities such as dance, group games, tennis, bowling, and informal play need to be emphasized in the program.

13. Teachers should start with lead-up activities prior to introducing deaf children to a team or group sport. Skills should be introduced slowly, sequentially. Do not introduce too many subskills at a given time. For team concepts, it is helpful to use blackgoard diagrams prior to playing.

14. When the hearing are mixed with the deaf, equip the hearing children with "survival signs" - basic signals of communication. Teachers should know basic sign language for starting and stopping signals and for control and feedback measures.

15. Initial activities in a movement program for the deaf sould be designed to establish trust in small group settings. The trust activities should precede any large group activities in order to overcome the inherent fears and shyness.

Movement Experiences

Children with auditory impairments can participate in most physical education activities common to the hearing. The following specific activities provide the teacher with the best of those movement activities that work with and allow for continuous activity with little or no verbal directions. These activities

(R. Kraft cont.)

have been empirically chosen and modified to provide the deal with success ful, enjoyable play experiences.

Car and Driver	Caterpillar
Mirroring	Ping Pong Blow
Unscramble	Guess the Leader
Mimetics	Link Tag
Sculpturing	Steal the Bacon
Odd and Even	Paper Plate Balance
Shapes and Colors	Relay Races
Circle Tag	Newcomb

THE EFFECTS OF COACTION AND SPECTATOR CONDITIONS AND YOUNG CHILDREN'S PERFORMANCE OF SIMPLE AND COMPLEX BALANCE TASKS

Mary Jo Weaver MacCracken
University of Akron, Ohio

This field study using both simple and complex motor tasks examined the social facilitation effects of acting "alone" in coaction, and before spectators upon the dynamic balance performance of boys and girls (n = 120), aged 4, 6, and 8 years. Psychomotor achievement of children, calculated to possess high or low balance skill levels according to the pretest, was measured by a modified form of the DeOreo Fundamental Motor Skill Inventory on both product and process variables. Two trials were administered on three simple and three complex tasks. The study was a two (sex: male and female) by three (age: 4, 6, 8 years) by two skill levels: low and high) by three (audience situations: "alone", coaction, and specator) factorial design, with repeated measures on the last factor. Statistical procedures conducted on the test scores and threefold: correlations between and within the simple and complex task measures; 2 x 3 x 2 x 3 ANOVA's with repeated measures (situation); and 2 x 3 x 2 MANOVA's.

Findings regarding the process variables demonstrated a significant performance increment for all children in the coaction setting over the "alone" state on simple tasks, and over the spectator setting on complex tasks. On product variables, findings indicated a significant performance increment of high skilled 8 year olds in the spectator situation over the "alone" state on complex tasks. High skilled 6 year olds evidence a performance increment while low skilled 6 year olds demonstrated a decrement in the spectator setting on simple tasks. These opposing findings with the same aged children but with opposite skill levels signified evidence of social facilitation effects and substantiated Cottrell's (1968) theory. Due to the effects of the two conditions, the greatest facilitation over the "alone" state occurred with 8 year olds; the least facilitation, with the 4 year olds. Overall, except for low skilled 4's there was no significant difference in performance between males and females. Audience paradigms affected the sexes differently in speed of walk on complex tasks. Boys excelled in coaction where competition was involved; girls, in spectator where social sensitivity was important. From the results of this study and the literature reviewed, it was concluded that the presence of others appeared to arouse general drive, facilitating performance according to the subject's skill level, tasks used, and environment provided. Results of this study

(M. Weaver cont.)

concurred with Cottrell's social evaluation theory, especially concerning the dichotomous nature of coaction performance. With simple or complex tasks, children's performance in the coaction setting was enhanced, evidently due to the competition evoked or the cues provided from another performing the same tasks. In the spectator situation, when skill level was low, performance was impaired, probably due to anticipation of the results of evaluation. But when skill level was high, performance was enhanced, probably in anticipation of the results of successful performance learned from past experience. The coaction setting facilitated performance, while the spectator disrupted performance of complex poorly learned tasks and facilitated simple/well learned tasks. Most tasks of balance used tothis study appaared satisfactory for measuring skill. In coaction, children concentrated on how they walked; in spectator, on what they accomplished. Both process (qualitative) and product (quatitative) variables were effective in this social facilitation field study.

Based upon the subjects and procedures used on this suddy, the following conclusions seemed warranted:

1. Social facilitation occurs as an influential determinant of performance with 4-,6- and 8 year old boys and girls relative to the level of skill and the setting.
2. Social facilitation directs dichotomous performance effects. With a novel task, than the skill level is low or high, performance in the coaction setting, when skill level is low, performance, is impaired by an audience; but when skill level is high, performance is enhanced. Performance in the "alone" condition is not superior to that in the presence of others.
3. An audience is a disrupter of complex and poorly learned tasks, while it is a facilitator of simple and well-learned tasks. A coactor appears to facilitate performance.
4. The effects of social facilitation can be measured through both quantitative and qualitative instruments applied to both process and product dimensions or aspects of a skill or task.

Based upon this study, the following application of knowledge about social facilitation effects sho uld become a part of the professional's expertise relating to children.

1. Educators should be cognizant of the organizational influence of the classroom on performance. Use this knowledge to promote a successful learning experience for all.
2. Environmental conditions should be controlled before children perform in coation and/or spectator conditions.

SCORESHEET

Child's No._____ Assessment of Balance (Alone) (Coaction) (Spectator)_____

Child's Name_____ Examiner_____

Age: ___Years__Months School_____

	Distance to 1st Step-Off		Total Number of Step-Offs	
	Trail 1	Trial 2	Trial 1	Trial 2
1. Line Walking Forward				
2. Line Walking Backward				
3. Beam Walk Forward 4"				
4. Beam Walk Backward 4"				
5. Beam Walk Forward 2"				
6. Beam Walk Backward 2"				

Tasks 1-3_____ Total
Tasks 4-6_____ 1-6 _____

Tasks 1-3_____ Total
Tasks 4-6_____ 1-6 _____

Observation of Walk

Speed of Walk:
- 0 Slow, great difficulty
- 1 Moderate difficulty
- 2 Easily, smoothly

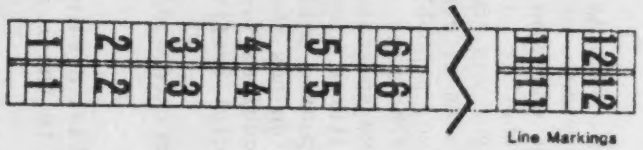
Pattern:
- 0 Shuffle-step-mark-time
- 1 Shuffle-step-alternate
- 2 Alternate-step

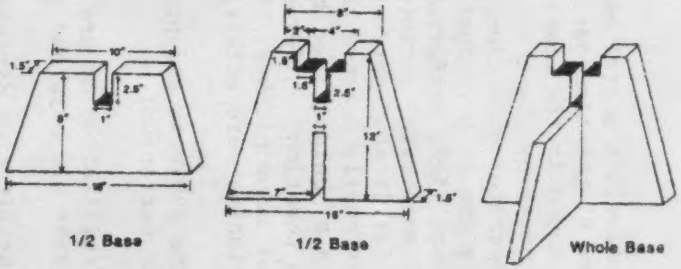
Arms:
- 0 Extreme flailing
- 1 Moderate flailing
- 2 Minimal flailing

Postural Shifts:
- 0 Frequent shifts to regain balance
- 1 Moderate shifts to regain balance
- 2 Minimal shifts to regain balance

Task	1	2	3	4	5	6
	0	0	0	0	0	0
	1	1	1	1	1	1
	2	2	2	2	2	2
Total						

Total 1-6 _____





ONE PROGRAM, AMPHIBIOUS WITH EQUIPMENT AND ACCESSORIES FOR ALL--INSTRUCTIONAL CONSIDERATIONS FOR RISK MANAGEMENT AND PRODUCT LIABILITY

Dr. Anne L. Scarbrough
San Jose State University San Jose, California 95192

The purpose of this presentation is to present at least two coexisting relationshiops involved in the legal liability of physical activities. These support relationships at times do not blend well because (1) legal-judical professionals approach the settling of issues through patterns of adversarial thought and practice, and (2) educators approach the settling of issues in a more confused style and manner. The legal-judicials have a vast information system that is organized and easily accessed to assist them with their responsibilities. The educators draw upon a multitude of information systems, none of which is as well organized or disciplined as that available to the lega-judicials. In other words, we should get organized.

A survey of the law with respect to degree of risk or adventure indicates the likelihood of an agency being found liable due to negligence is usually less when more adventurous activities involve higher skill level participants than when more traditional programming includes a wider range of skilled individuals. How often do you find yourself conducting a mass ball game known as slaughterball, gatorball or bombardment as a rainy day activity?

The session will present a series of slides to show the National Athletic Injury/Illness Reporting System, risk management programs, recent legislation update and produce liability concerns. The main objective is to show the audience that risk management and produce liability mean that cheaper is not always better or worse.

A HANDS-ON APPROACH TO CO-LEARNING COLLEGE AND PRE-SCHOOL STUDENTS TOGETHER

Dr. Mickey Taylor
Winthrop College Rock Hill, S.C. 29733

This presentation is primarily a curriculum exhibit describing an activity based course designed for teacher of children ages 3-8. The course was originated as a one hour part of a three course-five hour package for pre-service classroom teachers. Physical education preparation is not a part of the required program for any elementary education student at Winthrop, therefore, the course offerings had to be relevant to the students'immediate needs so they would elect to add this vital area to their already tight schedule.

Arrangements were made with a kndergarten for the children to come to class on a regular basis and the course was restructured to combine the college students and these five yaar olds in an activity program. The benefits to both groups can be easily recognized and the popularity of the course has grown during its three years.

Through careful planning, the course has been arranged so that the college students can be both learners to the activity environment and teachers of movement to their young co-students. It has proven to be an exciting and relevant experience for all concerned.

POSTURE ASSESSMENT

Betty LeBlanc
Texas A&M University

The quality of postural alignment of children influences their health related fitness as well as their success with the movement skills involved with games, aquatics, gymnastics, and dance. As teachers, we are charged with pro iding opportunities through wich children can attain optimal development of their total being. As physical educators trying to help the children achieve those very important goals of fitness, motor skills, and a positive self-image we must pay attention to the various postures exhibited by our students. Our goal for posture will be to help the children avoid settling postures and move towards expanded postures.

Just as children are individuals so their posture development is individualistic. However, there are certain general indicators that point towards good alignment of the various body parts. A child with good posture will experience efficient functioning of organs, efficient and graceful movement, conservation of energy and a delay in the onset of fatigue.

A child left to "hit and miss" posture development is as a distinct disavantage as mild functional imbalances can become painful structural adaptations due to the skeletal tendency to conform to the force and direction of the stress being applied. The time to initiate good posture habits into the child's conscious world is during the early elementary years when so many lifetime habits are forming.

Posture is not difficult to assess when we know what to look for and organize our screening procedures efficiently.

MOVEMENT PROFILES FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION

Kathryn L. Kisabeth
University of Maryland, College Park

Physical education in the elementary schools has undergone philosophical changes in the past 20 years. These changes, though theoretical in nature have permeated the gynasium as evidenced by methodological and content changes. The relationships among beliefs, methods, and content have approached congruence. Appropriate evaluation techniques have, however, either lagged behind or been quietly ignored. The lack of evaluation processes is unfortunate. Systematic evaluation is like a road map which when carefully read can indicate past routes, present location, and future directions. Without a map the curriculum can easily become an entanglement of oneway streets, dead end roads, and service stations stops to receive new directions from outside sources.

The present study is an attempt to describe evaluation techniques which were developed to provide direction for a K-6 curriculum. The curriculum described was designed in relation to goals which placed value on the uniqueness of individual children, the development of each child's potential,

and the shared decision-making process. A variety of teaching strategies were utilized so that the various needs of the individual children could be met. The content was organized around three movement forms: games, dance and gymnastics. The theoretical base for the content was Laban's framework for movement as thematically organized by Mauldon and Layson (Gymnastics) and Barrett (Games and Dance).

The evaluation techniques described are called "movement profiles." The term profile was selected because when the techniques are looked upon as a composite they provide a description of an individual child's progress in each movement form as well as progress between and among the forms. The specific elements of content discussed were selected because a) they are easily observed, and c) they are appropriate content for young children. The data reported will be collected during the first three months of the 1980-1981 school year on a selected group of first and second grade children.

NOTE: This abstract describes a pilot study which will be implemented this fall. Therefore, specific results cannot be included in this paper.

LEARNING CENTERS IN ELEMENTARY PHYSICAL EDUCATION

Dr. Michael Livingston
University of North Alabama
Florence, Alabama 35630

This presentation will consist of slides and mimeographed handouts as they relate to learning centers in an elementary physical education program.

The following learning centers will be shown and discussed:

a. remedial learning centers
b. fitness elarning centers
c. perceptual motor development learning centers
d. sports skills learning centers

Many aspects of the "traditional" physical education programs such as fitness, skill development, cooperation, fun and perceptual motor development easily lend themselves to the learning center concept and it is my intention to provide a slide presentation and information that will be appropriate to most teachers.

Learning Centers include:

THE CIRCUS: Stretching
WORLD OF DISNEY: Activities for the Development of Eye-Hand Coordination
WIZARD OF OZ: Improvement of MOtor Abilities
CHARLIE BROWN GOES TO THE OLYMPICS: Jogging
STAR WARS: Jumping Activities
HAVE A CLOSE ENCOUNTER WITH YOUR BODY AND SPACE: Posture

CHILD DIRECTED TRACK AND FIELD ACTIVITIES K-5

Judith C. Beale
VPI & State University Blacksburg, VA 24061

The purposes of this presentation are: 1) to provide an overview of track and field activities appropriate for children ages five to ten and 2) to describe specific examples of exploratory and child directed teaching techniques which will promote the success of each child, as well as guide the pupil in the acquisition of correct form and understanding of basic principals of gravity and motion.

1. Activities -- (Handout for participants)
   A. Locomotor Skills
      Running
      *springs
      *distances
      relays (*pursuit, shuttle, circle, etc.)
      *Hurdling
      Jumping
      standing long
      *running long
      *high
      standing triple (hop, step, jump)
      *running triple (hop, step, jump)
      Obstacle Course(s)
   B. Manipulative Skills -- executed for accuracy as well as distance
      softball
      *discus ((frisbee)
      *shot put (croquet ball)
      *javelin (wand)
      other balls -- basketball, volleyball, vinyl, hose, yarn, football, etc.
      tug-of-war

II. Examples of teaching techniques (slide series)
   A. Emphasizing the use of body parts, guide children ages five and six to greater height in jumping. This accomplished by building the lesson from the vertical jump, examining equipment involved in high jumping, and developing techniques of the scizzors kick.
   B. Analyzing hurdling skill as a long running stride for children ages eigth and nine. This is accomplished by examining in the purpose of hurdling, guiding children to efficient movement skill and utilizing safe and individually adjusted quipment, e.g. brown paper bags as hurd es.
   C. Selecting a sprinter's start by guiding nine and ten year olds through the bunch, medium, and enlongated starts, and considering alternative techniques. In addition, analyzing the force utlized in moving from a curled position into running at full speed by exploring three standardized starts and considering alternative techniques.

THE ENVIRONMENT AS AN ACTIVE TOOL FOR PLAY FOR THE SPECIAL CHILD

Diane Day
VPI & State University, Blacksburg, VA

This presentation will explore design guidelines for play environments which will support developmental needs of all children, particularly the special child. The guidelines are based or two years work and research of a play environment for the visually impaired in Virginia. This research allowed for the testing of environmental intervention strategies for motor development. Practical ideas on organizing apparatus and equipment in space for enhancement of activity, free play, exploration, decision making and spacial awareness will be presented.

The physical environment has been vastly underutilized as a tool to motivite children to move. It is hoped that these guidelines will present the participant with new ideas suitable for use in his/her own school settings.

UNITED STATES CONSUMER PRODUCE SAFETY COMMISSION VOLUNTARY PUBLIC PLAYGROUND STANDARD

Peter Werner
University of South Carolina Columbia, S.C.

The Consumer Product Safety Commission (CPSC 1975) has reported playground injuries in the United States. The National Electronic Injury Surveillance System (NEISS 1977) data, taken from a statistically selected sample of 119 hospital emergency rooms, revealed that an estimated 118,000 playground-related injuries were incurred during 1974. Seventy-eight percent of the injured children were under ten years of age. The injuries, reported in rank order, included laceration, contusions/abrasion, fractures, strains/sprains, concussion, and hematomas. Twenty-four death certificates were issued from July 1973 to October 1974 for fatal injuries related to playground equipment. Thirteen of the injured children were between the ages of five and nine.

More recent statistics from the consumer Product Safety Commission indicates that an estimated 125,000 playground-related injuries occurred during 1975. During the twelve month period ending November 1977, an estimated 150,773 injuries related to swings, slides, seesaws, and climbing apparatus resulted in emergency room treatment in the United States (NEISS 1977). In 1978 there were approximately 155,000 injuries, treated in U.S. hospital emergency rooms which were associated with playground equipment.

In its report "Hard Analysis: PLayground Equipment," published in December 1977, the Bureau of Epidemiology of the U.S. Consumer Product Safety Commission stated that:

> "The most frequent hazard associated with playground equipment is falls, particularly from slides, swing sets and climbing apparatus. Three-fourths of all the injuries were falls to the ground or onto other equipment. Other hazards were: (1) being struck by a piece of moving equipment, (2) rough edges, (3) protruding bolts, and (4) entrapment of extremities in equipment. Two incidents of strangulation from ponchos caught on an angular upright of a slide rail were cited. In addition death certificates revealed that falls and hangings through head entanglement in ropes or chains were the most frequent causes of death."

(P. Werner cont.)

Playground surfacing as well as the way the victim landed are factors in the kind and degree of injury incurred. Approximately 90 (out of a total of 146) in-depth investigated cases involved falls to asphalt, cement, or packed dirt playground surfaces.

The chief victims of these play equipment accidents are the younger children; 78 percent of the cases reported involved children who were under 10, with the five-to-nine year olds accounting for approximately 50 percent of the accident statistics. In terms of body parts, the head and neck area of these children was most often injured, accounting for just under half of the total injuries. The remaining jnjuries were grouped as follows: 30 percent under extremities, 15 percent lower extremities, and 9 percent trunk.

This high incidence of injuries associated with the use of playground equipment situates it in sixth place on a list of 100 hazardous consumer products. Even in the accidents related to its use were of a minor nature, such a high ranking on the "most hazardous" list would seem to warrant a closer look at the product in question.

In an attempt to improve upon this situation the Consumer Product Safety Commission authorized a series of investigations which is leading to the development of Voluntary Product Safety Standards for both home and public playground equipment. Guidelines from these voluntary product safety standard manuals will be presented.

Playgrounds for children should be designed so as to be safe, cost efficient and provide for creative movement experiences. Below are included some guidelines which encourage the selection of playground equipment based on children's characteristics, need and interest.

1. Children need activities which allow them to balance.
2. Chiildren need activities which provide for spatial awareness. They need opportunities which allow them to move over, under, in, out, up, down, left, right, between, among, etc.
3. Equipment should provide for large and small muscle development. Several pieces of quipment should be specially designed for the development of the muscles of the upper body, especially the shoulders and arms.
4. Choose pieces of equipment with nonmoveable parts so the children provide their own energy for physical development.
5. Children need activities which provide for locomotor experiences such as running, jumping, sliding, climbing, and swinging.
6. Activities which allow children to play in the soil are important, Sand boxes, piles of dirt, hills, leaves and snow should be provided along with implements such as shovels, pails, rakes, and whieebarrows.
7. Water play is impottant to children. With all safety precautions taken, water becomes a motivating place for children to play.
8. In an adventure playground children need opporunities to build. Lumber, hammers, nails and saws should be proivded so that children can build their own houses, forts, boats, and the like.
9. Children li'e to hide. They enjoy the feeling of being sought after and the anticipation of being found. Places should be provided which allow for the temporary safety from the seeking eyes of others.

(P. Werner cont.)

10. Children like to pretend. They enjoy initating and role playing various topics such as vocations, family roles, animals and machines.
11. Equipment should be non-theme oriented to encourage children to be creative. A piece of equipment designed to be one thing does not allow for children to use their imaginations.
12. Activities should be provided which allow children the opportunity to make choices through problem solving experiences.
13. Activities which provide a graduated challenge through risk taking behavior allow for thrills and adventure. Children enjoy being challanged physically, mentally, and emotionally. They like to take small risks and prove themselves successful in meeting them.
14. Equipment should be designed or located so as to encourage social interaction among children.
15. Play areas should be designed for natural separation of children of different age, strength and ability levels. For example, toddlers should not have to play on the same equipment designed for school age children, not play in the same place.

The following safety standards also provide some guidelines for the wise selection of equipment.

1. Equipment should be simple, natural, and inexpensive.
2. Equipment should be safe. Be aware of and try to avoid any sharp edges, protruding parts and weaknesses or flaws in materials.
3. Make periodic checkups and replace any worn or damaged pieces of equipment.
4. Equipment should be attractive. Some like bright colors. Environmentalists like natural earth tones colors.
5. Surfaces beneath and around equipment should be absorptive in nature so children would not incur a force of more than 40 - 50 G when falls occur. Sand, wood chips, pea gravel, shreaded tires, etc. are recommended surfaces.
6. Equipment anchored in the ground should be set in concrete for stability. All types of anchoring devices should be placed below ground level to avoid a tripping hazard.
7. Open ended hooks which can catch skin or clothes should be avoided. If "S" hooks are used pinch the ends in tightly to avoid this problem.
8. Moving parts particularily on gliders and see-saws can pinch or crush fingers
9. Hard heavy swing seats can strike a dangerous blow. Choose lightweight seats or ones with an absorptive surface.
10. Equipment which requires a child to climb should not have steps greater that the knee height of the children who will use the equipment.
11. The spacing of bars for horizontal climbing equipment should not exceed 14 inches.
12. Rails or rungs on any equipment should be cylindrical and about 1 inch in diameter.
13. Equipment should be an appropriate height never more than 6 feet from the ground.
14. Sliding surfaces should have protective rails at a comfortable reach for the children.
17. Crawl spaces should have adequate openings to permit easy access by adults if necessary.
18. Equipment should be designed to guard against entrapment or situations which may cause strangulation. Swinging exercise rings should be removed from playgrounds.

(P. Werner cont.)

19. Inertial effects or rotary motion from equipment should not cause dizziness or spatial disorientation.
20. Preserve all wood materials with a non-toxic substance.
21. Drill holes in the bottom of all tirs for adequate drainage.
22. Place metal equipment in the shade when possible or facing a north south direction to prevent direction sunlight.
23. Moving equipment (swings, merry-go-rounds, etc.) should be located toward the edge or corner of a play area to prevent injury to children running from one apparatus go another.
24. If a fence is used, provide a double gate for truck access.
25. Equipment should be arranged so that children playing on one piece will not interfere with other children playing or run into another piece of equipment.

Resources

Proposed Safety Standard for Public Playground Equipment, National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia, 1976.

Checklist of Nine Playground Equipment Dangers, U.S. Consumer Product Safety Commission, Washington, D.C. 1978.

Report on Playground Equipment and Surfacing, Project 426, National Bureau of Standards, Washington, D.C., 1978.

IS COMPETITION BAD FOR CHILDREN?

Dr. Wenda D. Johnson
Newberry College Newberry, South Carolina 29180

The initial portion of the paper will review the pros and cons of participation in competitive activities for young children - boys and girls. Both organized and unorganized activities will be addressed.

The closing portion of the paper will attempt to offer some positive suggestions on how to improve competitive activities in order that the child participants might derive the maximum benefits possible.

TWO DECADES OF DIFFERENCE IN ELEMENTARY PHYSICAL EDUCATION

Jane B. Moore
Auburn University, Alabama

In the early 1960's physical educators experienced discontent and dissatisfaction because of an exaggerated emphasis on physical fitness, and physical performance testing and perceptual-motor programs.

In some schools, physical education programs were reduced to fifteen minutes of vigorous exercise or a program of sensory-motor activities for children classifed as "perceptually handicapped."

(J. Moore cont.)

Between that time and the present we have been beseigned with experimental physical education programs and projects for young children. Fortunately, perceptual-motor conferences, workshops and clinics; motor behavior seminars and symposia; health and fitness task forces and position papers have provided teachers of young children with an understanding and appreciation for movement education as a significant area of study in the primary school program. A program designed for students 4-8 years of age and specifically emphasizing the development of the mature form of the fundamental movement skills and the early stimulation of normal growth processes through health related fitness activities.

This session deals with the topical statements listed below concerning physical education for young children:

1. The most significant epochs during the past two decades affecting elementary physical education.
2. The goals of physical education in the primary grades.
3. A comprehensive program of physical education for students 4-8 years of age.
4. Suggested units for the primary school physical education program.
5. Hints for a successful program of physical education for primary school children.

MOVEMENT EDUCATION - ENGLISH, STYLE, A TRANSPLANT THAT'S DOOMED

Judith C. Beale
VPI & State University Blacksburg, VA 24061

The purpose of the paper is to itemize the philosophical and sociological blocks to direct importation of English movement education to the American Schools. The major thesis is that even though outstanding physical educators in the United States have been resolved and painstaking in their efforts to imbue the American schools with movement education since the 1950's, few school districts today have exemplary programs.

A brief history of movement education -- its definition and structure is addressed followed by an enumeration of difficulties encountered by movement education proponents. Rudolf Laban initiated movement education in England during the 1940's. Especially during the early 1950's elementary school physccal education became interested in movement primarily because of travels in England by a number of professional leaders and from the 1956 Anglo-American Workshop in Yorkshire. The "movement movement" diffused through the 1960's; writings and texts appeared advocating individualization, success, and creativity.

Visitors in England today are enthralled by the integration of movement with other sujeects, the imaginativeness of British children, and movement skills which are not only exquisite but are also fo stage production quality. Among other social differences the British employ no physical education specialists, have community schools generally no larger than 200 pupils, and emphasize the arts and vocabulary skills. Contrast this atmosphere to large, highly integrated American schools with a specialist who teachers overloaded classes one or two times a week. In addition, the American public is overrun with youth sports programs of all sizes and descriptions typically fostering the attitude of "play the game and win" rather than develop skills.

(J. Beale cont.)

Should movement education be abandoned in American? Suggestions provided for professional preparation personnel and teachers in public school includes reconceptionalization of movement education, examination of multicultural influences and curricular design for children as well as young professionals entering the field.

BULLETIN BOARD IDEAS FOR ELEMENTARY AND MIDDLE SCHOOL

Patrick Whitehill
Eastern Washington University Cheney, WA 99004

This twenty-five minute program will be a slide presentation of bulletin boards used for the following purposes. Comments concerning their effectiveness and construction will be made during the presentation of the slides.

1. Introductinn of units
2. Skill performance knowledge
3. Game strategies
4. Affective domain considerations
5. Motivate shildren to performa a task
6. General rules and regulations
7. Exceptional studer. recognition
8. Student participation bulletin boards
9. Holiday Seasons
10. Public relations

AN INNOVATIVE APPROACH TO AEROBIC DANCING

Carole Sloan
Coordinator, Physical Fitness Center, Georgia State University, Atlanta, Ga.

Format of Presentation

I. Discussion:
   - A. Brief overview of Aerobic Dance
   - B. Records and materials available (see bibliography)
   - C. How to make up dances
     1. Use a song with an easily recognizable thythm
     2. Write down the music fommat
     3. Use 3 - 4 steps (be creative)
   - D. General Guidelines
     1. Face away from the class so they can follow the teacher
     2. Keep the time between the dances minimal and strive to make the entire class as continously active as possible.
     3. Use voice, claps, stomps, props, (benches, ropes, hoops, balls, etc.) and characterizations whenever possible.

(C. Sloan cont.)

II. Dances
A. "Stargazer" Taken from Jackie Sorenson's "Aerobic Dancing" Elementary level record. p. 32.

MUSIC: "Stargazer"

BASIC ACTION INCLUDES: Train Step; Jogging; Kick Jmmps; Hopscotch; Two Step; Slides; Jump Forward, Jump Back; Breaks fast; Thigh Rocks singles and dougles.

FORMATION (classroom, gym or glayground): Scatter formation with all students facing in one direction.

INTRODUCATION: Wait one count of 8
Thigh Rocks Doubles 4 (pretend you're playing a banjo)

PATTERN #1
a. Train Step: 4R, 4L (R arm pushes up and pulls in on each train with L hand on hip - reverse arms when moving L)
b. Jog 8 turning in a circle R (jogging arms)
c. Kick Jump: 4 (both arms push forward and pull-in - Do 4 times)
d. Repeat a through c

PATTERN #2
a. Jog 4 forward (jogging arms)
b. Jog 4 turning in a quick cirle R (Jogging arms)
c. Hopscotch: 4 (jogging arms)
d. Jog 4 backward (jogging arms)
e. Jog 4 turning in a quick cirle R (Jogging arms)
f. Two Step; R and L (both arms shoot up and pull-in. Repeat arms then both arms shoot down and pull-in, repeat arms)

PATTERN #1 - a through c

PATTERN #2 - a through f

PATTERN #3
a. Slide in 4's; R (riding arms)
b. Jump Forward, Jump Back: 2 sets (both arms shoot forward and pull-in for
b each set)
c. Repeat a (to the L),b
d. Jogg 4 forward (jogging arms)
e. Break: 4 fast turning in a 1/2 circle R (clap on each bounce)
f. Jog 4 towards rear of room (jogging arms)
g. Break: 4 fast turning on a 1/2 circle R (clap on each bounce)
h. Repeat a through g

PATTERN #2 - a through f

PATTERN #1 - a through c

ENDING:
a. Thigh Rocks Doubles ; 4 (play banjo)
b. Thigh Rocks Singles; 4 FREEZE on 4th thigh rock (play banjo)

(C. Sloan cont.)

SUGGESTED SIMPLIFICATIONS

PATTERN #1 - delete arm movements and keep arms in jogging position. Also do the jogs in place rather than turning in a circle.
PATTERN #2 - rather than turning the last 4 jogs, just do 8 jogs forward, Hopscotch; 4, then 8 jogs backward.
PATTERN #3 - Jog 8 forward, delete the bounces, Jog 8 backing up.

Suggestion for expanded learning experiences
In this dance the class pretends they are playing a banjo. Have students take turns "acting out" an instrument while the rest of the class tries to guess what instrument is geing "played".

B. "Happy Days" taken from Jackie Sorenson's "Aerobic Dancing: elementary level record. p. 33.

MUSIC: "Happy Days"

BASIC ACTION INCLUDES: Jog in 7's; Lunges Side to Side; Charleston Basic; Walk with Claps, Jumping Jack and a Half: Jump Combination

FORMATION(classroom, gym or playground): Scatter formation with all students facing in one direction.

INTRODUCTION: Wait one count of 8
Jog 7 forward (clap with L knee up on 7th jog)
Jog 7 backward (clap with R knee up on 7th jog)
Lunges Side to Side: L sets ("Fonzie" thumbs at sides then hit thighs - do 4 times)

PATTERN #1
a. Charleston Basic 4 sets*
b. Walk 8 making a circle R (Clap hands on each walk)
c. Jumping Jack and a Half; 4 sets (jogging arms)
d. Repeat a through c

PATTERN #2 (Makes a square)
a. Jog 8 forward (Jogging arms)
b. Jump Conbination; 1 set (clap on each jump)
c. Jog 8 towards R hand (jogging arms)
d. Jump combination; 1 set (clap on each jump)
e. Jog 8 to rear (jogging arms)
f. Jump Combination ; 1 set (clap on each jump)
g. Jog 8 towards R hand (jogging arms)
h. Jump Combination; 1 set (clap on each jump)

PATTERN #3
a. Jog 8 fowward (clap with L knee up on 7th jog)
b. Jog 8 backward (clap with R knee up on 7th jog)
c. Lunges Side to Side: 3 sets ("Fonzie" thumbs at sides then hit thighs - do 6 times)

PATTERN #1 - a through d

PATTERN #2 - a through h

(C Sloan cont.)

ENDING: Jog 7 forward (clap with L knee up on 7th jog)

*NOTE: In Glossary easy teaching method for Charleston Basic.

SUGGESTED SIMPLIFICATIONS
INTRODUCTION and PATTERN #3 - keep hands on hips for Lunges Side to Side.

PATTERN #1
a. Walk: 8 making a circle R (clap hands on each walk)
b. Lunges Forward: 4 (alternate R.L.R.L) arms shoot overhead, then pull-in on each lunge
c. Walk 8 making a circle R (clap hands on each walk)
d. Jumping Jack and a Half; 4 sets (jogging arms)
e. Repeat a through d

PATTERN #2 - On jump Combination delete the side to side jumps and do another set of forward and back. Say: "Jump Forward, Jump Back, Jump Forward, Jump Back".

Suggestion for expanded learning experiences
Talk about what makes us happy. What can we do to make each other happy? Ask class to do something special for someone else to make that person happy.

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*Highly recommended

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Mayta, Mary. "Dance Aerobics" Hoctor Release $12.00. RECORD

Mayta, Mary. "Aerobic Fitness" Hoctor Release. $12.00 RECORD

S-66

FOLLOW THE YELLOW BRICK ROAD TO FITNESS... HOW TO GET A JOGGING/EXERCISE COURSE ON YOUR SCHOOL GROUNDS (K-8)

G. Michael Norman
Cobb County Schools
Dexter Mills
Floyd Junior College, Rome, GA.

The actual presentation will be creative and useful for selling the idea to PTA, School Officials, Parks and Recreation Departments, etc.

WHY Do I need One?
1. For use in instructional programs
2. For use in community at large
3. For use with adult education classes
4. For use in rehabilitating heart patients
5. Nature trail for students

WHAT is a Vita Parcourse?

A Vita Parcourse is an exercise/jogging course. The exercise portion is designed to develop and/or maintain optional level of fitness if the participant performs the exercises correctly. The jogging/walking course is on natural turf with a distance (depending on campus size) from one-half to one mile.

WHERE Can I get One?

Several companies are manufacturing such courses, but one should be careful because most of the manufacturers are overcharging for these. We recommend Playground Erectors, P.O. Box 8539, Atlanta, Georgia, 30306. (404) 875-1135.

HOW Can I get One for My School?
1. PTA Projects
2. City-County Government personal donations
3. Local hospital
4. In cooperation with local Parks & Recreation Departments

WHEN?

Ours was a two-year project, but remember the Vita Parcourse was relatively unique then.

THE AAHPERD HEALTH-RELATED PHYSICAL FITNESS TEST: PRACTICAL APPLICATION (K-8)

G. Rankin Cooter
Georgia State University
David E. Cundiff
University of Southern Mississippi, Hattiesburg

This presentation is an overview of the new AAHPERD Health Related Fitness test, a discussion of each item and how to validly test each item, a demonstration of the items, and a practical application time for interested individuals to ask questions and practice test administratinn.

THE RELATIONSHIP BETWEEN SELF CONCEPT AND MOTOR PERFORMANCE VARIABLES IN FOURTH GRADE CHILDREN

I. David Harris, Kennesaw College, Marietta, Georgia
Margaret A. Jones, Georgia State University, Atlanta, Georgia

The purpose of the study was to determine the relationship between self concepts and selected motor performance variables. A ten variable motor performance test and a self concept test were administered over a two day period to sixty-nine fourth grade children (B=39; G=30) from a suburban Atlanta, Georgia, elementary school. The ten variable motor performance tested consisted of rail walk, vertical jump, sit up, shape-o-ball, zig-zag run, flexed arm hang, soccer wall volley, sit-and-reach, wall pass, and the 600 year walk-run. The Piers-Harris Children's Self Concept Scale (1969) was utilized to determine self concept.

The stepwise regression analysis (BMO2R) with a subsequent U stopping rule was utilized for data analysis on the three groupings: 1) total subjects, 2) boys only, and 3) girls only. The stepwise regression analysis revealed that the soccer wall volley was the best single predictor for the total subjects group with a correlation coefficient of .33 ($p < .01$) with self concept. The remaining eight variables when added to the soccer wall volley produced a multiple R value of .49. Only the rail walk showed a non-significant relationship with self concept.

The stepwise regression data for the boys only group revealed that the best single predictor of self concept was the zig-zag run with a correlation coefficient of .38 ($p<.02$). The remaining eight significant variables when added to the zig zag run produced a multiple R value of .60. The soccer wall volley was the only variable which did not significantly contribute to the self concept prediction. In the girls only group all ten variables were significantl related to self concept and when combined revealed a multiple R value of .81 with the soccer wall volley being the single best predictor ($R=.54$, $p<.01$)

When the U_t stopping value rule (when $p>.35$) was applied to the stepwise regression data for the total subjects group, only the soccer wall volley ($p=.23$ indicated a significant relationship with self concept. For the boys only group the zig-zag run ($p=.15$) showed a signficant relationship when the stopping rule was applied. However, when the stopping rule was applied to the data for the girls only group, self concept and soccer wall volley ($p=.13$), shape-o-ball ($p=.15$), flexed arm hand ($p=.25$) and the zig-zag run ($p=.25$) were significantly related.

A t-test between the self concept scores for the boys only and girls only groups conducted. No significant difference was found.

Within the parameters of this study the girls only group ($r^2=.65$) showed a greater coefficient of determination between self concept and all of the selected motor performance variables than did the boys only group ($r^2=.36$) and the total subjects group ($r^2=.24$). All of the motor performance variables utlized in this study for the girls only group correlated significantly with self concept while nine of the variables correlated significantly in both

(D. Harris, M. Jones cont.)

the boys only and the total subjects groups. Of the different treatments administered to the data the soccer wall volley, zig-zag run, and flexed arm hang reflected significant relationship with self concept most frequently.

While one cannot say there is a strong relationship between self concept and the selected motor performance variables for the total subjects groups used in this study, the coefficient of determination (r^2) is strong enough to warrant further study with a larger number of subjects and with a smaller number of variables. Since the results of this study indicated that the selected motor performance variables were strong indicators of self concept for girls, further study is in order for the relationship between self concept and sports for girls.

TRACK AND FIELD ACTIVITIES FOR CHILDREN AGES 5-13 (PART II)

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I. Introduction:

Body, effort, space, and relationship movement aspects can easily be incorporated in the development of track and field skills for young children. The overall objectives of such teaching include:

1) The child when exposed to progressively sound curriculum will use his/her body to develop running, jumping, hopping, throwing skills.

2) Exploratory and child directed teaching techniques will aid in providing success for each child as well as guiding the pupil to correctness of form and understanding of basic principles of gravity and motion. As the youngster nears ages 11-13, and refinement of technique begin to gain emphasis even though all children will participate in a variety of events.

3). Children will examine activities such as jogging and running for the cardiorespiratory benefits as well as potential life time activity.

4) Although individual skill accomplishment is stressed in track and field movement experiences, children will share in the cooperation needed for relays and overall team effort for play days and/or competition.

5) While the basic effort of a class is skill and knowledge directed, each child will become aware of individual differences and display behaviours of consideration and encouragement for classmates.

6). Finally, cummulating activities can be designed to emphasize participation and success or to emphasize competition. The former should be paramount in all classes leaving the latter for intra/extra mural experiences.

7) Locomotor skills should be combined daily with manipulative so that children do not fatigue by running or jumping for half an hour and a child who experiences difficulty with the skill is provided other opportunities for success.

II. Activities - *Official events

Locomotor:

Running - *sprints, *distances, relays (*pursuit, shuttle, circle, etc.)
Jumping - standing long, *running long, *high, standing triple, *running triple
Hurdles - *(combination of Jumpa and run)
Obstacle Course

Manipulative - Done for accuracy as well as distance:
Softball
*Discus (Frisbee)
*Shot put
*Javelin (Wand)
Other balls - basketball, volleyball, vinyl, hose, yarn, football, etc.
Tug-of-war

III. Equipment
Appropriate as named, home made, yarn, crepe paper, chalk, paper bags, clear open spare, jump ropes, use only scissors jump unless appropriate foam padding is available for high jump.

IV. Condition activities - Stretching, Walk-jog-run, Circuit and/or interval training

V. Planning
Below are outlined four half hour lesson plans for the age designated. Each lesson can be modified for a younger or special child or enhanced for the older child. As a teacher, you are aware too, that each lesson can easily be expanded to 2-3-4 lessons, especially when added to previously taught skills. A child cannot be expected to refine a skill in one-half hour class.

A. Lesson for Grade 1-2
Theme: Jumping with emphasis on height
Objectives: Student
1. To experiment jumping utilizing both one foot and two foot take off and landing.
2. To examine which body parts aid in jumping a greater height.
3. To practice jumping for vertical height, (as in basketball, jump ball) seeing vertical height (as in high jump).

Teacher
1. Guide children in use of body parts which aid in greater height for jumping.
2. Individualize and encourage success by stressing body parts which are aiding jumps.
3. Watch for fatigue and continue activity later - lesson or next day if childre tire.

Learning Experiences
1. Children will practice jumping in personal space. Hands will not be used the used. Knees not bent then bent. No step then step jump. Focus, of eyes emphasized. Attention given to take off and landing of feet.
2. Demonstration by 3-5 children, comments from others or what is helping the demonstrators do well.
3. Children will vertical jump next to wall after teacher cautions about safety.
4. Each child jumps and marks with chalk. 2-4 jumps to see which is highest.
5. Teacher introduces jump rope held by two children. Comments on vertical yet slight horizontal jump needed.
6. Child group into 3's. Two rope holders, one jumper - rotate.
7. Groups determine best jump from stationary position which allows you to go over and land to feet.
8. Teacher guided children toward scissors jump contrasting on foot and two feet take offs.
9. Children practice scissors but teacher accepts jump emphasizing take off, use of body parts, and landing. Children remain in groups of threes.
10. Sould children tire, combine with theme: throwing for distance using tennis balls and emphasizing over arm throw mechanics.

Equipment
Wall, piece of chalk per child, tennis ball per child, jump rope for every three children.

B. Lesson for grades 3-4
Theme: Combination of locomotor skills - run and jump into hurdling. (Previous instruction, personal space, running and jumping assumed)

Objectives:
Student
1. To try a variety of ways of jumping over a paper bag.
2. To analyze and determine the most effective technique for jumping when combined with a run.
3. To practice hurdling
Teacher
1. To observe and guide children to understand practice efficient hurdling teachiques.
2. To challenge children through appropriate introduction of new and varied equipment used in hurdling.
Learning Experiences:
1. Each student will utilize various techniques to jump two paper bags in own working space.
2. Student will combine jump with a run and determine what style jump enhances speed and continuation of the run.
3. Teacher will guide children toward understand efficient movement in hurdling and challenge them with higher equipment.
4. Children will partner and space equipment so that each can run - hurdle - run - hurdle - stop.
5. One pair will combine with another so that four hurdles are avilable for practice.
6. Children may choose to continue practice or race against another foursome.
Example : down -- 0 0 0 0 -- return for practicing
hurdles 0 0 0 0
carpeting 0 0 0 0 end
next group may compete or practice, four children would in on a team.
7. Should children tire or lesson seem short, combine with theme: throwing with an emphasis on accuracy asing softballs or hoseballs the size of softballs, Stress mechanics of over arm throw vary distance from target for challenge.
Equipment: Two large grocery bags and one ball per child. Hurdle of various sizes.
C. Lesson for Grade 4-5
Theme: Force awareness in moving body from curled sprint start to running position. Also continuation of force to "bread" finish line tape. (Previous instruction in running assumed)
Objectives:
Student
1. To experiment moving body from curled position to running position.
2. To participate in sprinter's start.
3. To practice passing through the finish line.
Teacher
1. To guide children in understand gravity and the force needed to make a still body move forward inorder to run with speed and to break the finish line.
2. To analyze and explain the sprinter start.

(J. Beale cont.)

Learning Experiences
1. Students experiment with ways to moving from a curl position into a position efficient for running at a fast speed.
2. Students discuss with the group various ideas so that all may practice.
3. Teacher guides students through sprinter's starts, cueing mechanical points
4. Students again practices each start determining one best for self.
5. Teacher instructs the group "on your mark", "set", "go" - students practice as whole or half.
6. Students group into threes of own choosing.
7. Two partners hold yard for third to "break" through utilizing 5-6 yards from starting position. Your holders take turns saying, "on your mark", etc.
8. Class concludes with three in a group competing to "break" crepe tape. One threesome holds for other - two holders, one caller.
Equipment: Space, Yarn strips 5-6 feet, Crepe strips 10 feet

D. Lesson for Grades 6-7
Theme: Varied task stations designed by physical education students leaders/ assistants, older students for younger, or track and field enthusiasts with one class under direction and consultation of teacher. (Previous experience in class or recreation as participant assumed).
Objectives:
Student
Leaders/older students/enthusiasts
1. Prepare, organize, conduct a variety of movement task stations oriented to development of track and field skills.
2. Display leadership skills, knowledge of individual task stations, and interes which will aid in helping other students desires to participate.
Students
1. Participate in each task station
2. Refine movement skills
3. Evaluate task stations
Teacher
1. Guide leaders/older/enthusiasts in their planning and preparation
2. Supervise class for safety and any arising situation
3. Participate in task stations
4. Evaluate with leaders/older/students/enthusiasts the successes/failures of the task stations.
Learning Experiences
Explanation: For the students, the task stations provide variety of newness, change of pace in class, and refinement of skills. Each will movement from station, one or three or four days may be utilized depending on the number of stations and length of class. Groups rotation to stations should be no larger than 6-3 students; provision should be made for a piece of equipment per child when appropriate. Practice is allowed and then scoring if applicable. Scoring can be organized individually or for the team, however, participation and successes are more important than scoring. If inexpensive awards are given, each child should be a recipient as a participant.

For the physical education leader/assistant/older student/ or enthusiast within a class learning experiences include the following:
1. Meeting with instructor after submitting three ideas for task stations
2. Group decision or variety and type stations
3. Individual responsible for each task station submits to teacher the following written information: Name of task station, Space and equipment needed, Safety procedures, Explanation or diagram of station.

4. All leaders/older students/enthusiast and teacher work together to set up stations and to return equipment.
5. Conduct or lead participation at task station for the set day or days.
6. Review student evaluation with

Example:

Two physical education leaders assist in five physical education classes at Happiness is Dance, Sport, Exercise Middle School. Thus ten students are eligible to demonstrate their leadership abilities. In this case, seven choose to participate - the others have other commitments or are disinterested. The seven then meet with the teacher and determine to include:

1. Frisbee thrown for accuracy
2. 50 yd. dash
3. Standing broad jump
4. Running long jump
5. Tooth pick throw for distance
6. Tug of war
7. Pursuit Relay

Stations 1-5 are conducted on Tuesday with Wednesday as alternative if weather prohibitis ourdoor activity. The leaders for stations 6 and 7 assist others with their individual station score keeping. Station 6-7 are conducted Wednesday with Thursday as an alternative if weather is a problem. If weather continues to be a problem, all's done Friday with appropriate modifications such as students choose four of the stations, distances are lessened, or equipment changed. Relay teams are organized so that the faster children compete against other quick runners while slower children run similar speeded youngsters. Times must have been collected earlier -

Equipment

Determined by choices at stations.

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OTHER SATURDAY TOPICS AND LEADERS

YOUTH SPORT FOR THE '80'S (1-8) - George O. McCalep, Jr., Georgia State University.

MOVEMENT PATTERN DEVELOPMENT IN INFANTS AND CHILDREN - David L. Gallahue and Marika Botha. Indiana University. Bloomington

HOCKER IDEAS (4-8) - Geneva Weaver, Atlanta Public Schools

INTRODUCTORY RACQUET SKILLS IDEAS (4-8) - Deborah A. Teitsman, Atlanta Public Schools